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ABSTRACT

This document resulted from a 2-day colloquium devoted to the possibilities and constraints of integrating adult education and training in South Africa. The colloquium brought together 77 practitioners from various sectors of adult education and training, including representatives of the state adult education centers, industrial training boards, tertiary institutions, technical colleges, trade unions, nongovernmental organizations, employers, and ministries. This document presents the following papers: "The Changing Policy Development Context" (Jeanne Gamble, Clive Millar); "Views from the Ground" (Zweli Nokhatywa et al.); "Issues of Governance and Financing" (Papie Moloto, Judy Favish); "Life-Long Education: International Perspectives" (Bernt Gustavsson); "Reflections on the Day" (Zelda Groener, Keith Jackson); "Summary of Key Issues from the First Day (Shirley Walters); "Workshop on Integrating Adult Education and Training" (Adrienne Bird); "The Education, Training, and Development Practitioner (ETDP)" (Keith Jackson, Linda Cooper, Crispin Swart); and "Summary and Reflections" (Zelda Groener, Bernt Gustavsson, and Joe Samuels). Many papers are followed by a summary of the questions and discussion that occurred after their presentation. Appended are a list of acronyms, the colloquium agenda, and a list of colloquium participants. (MN)

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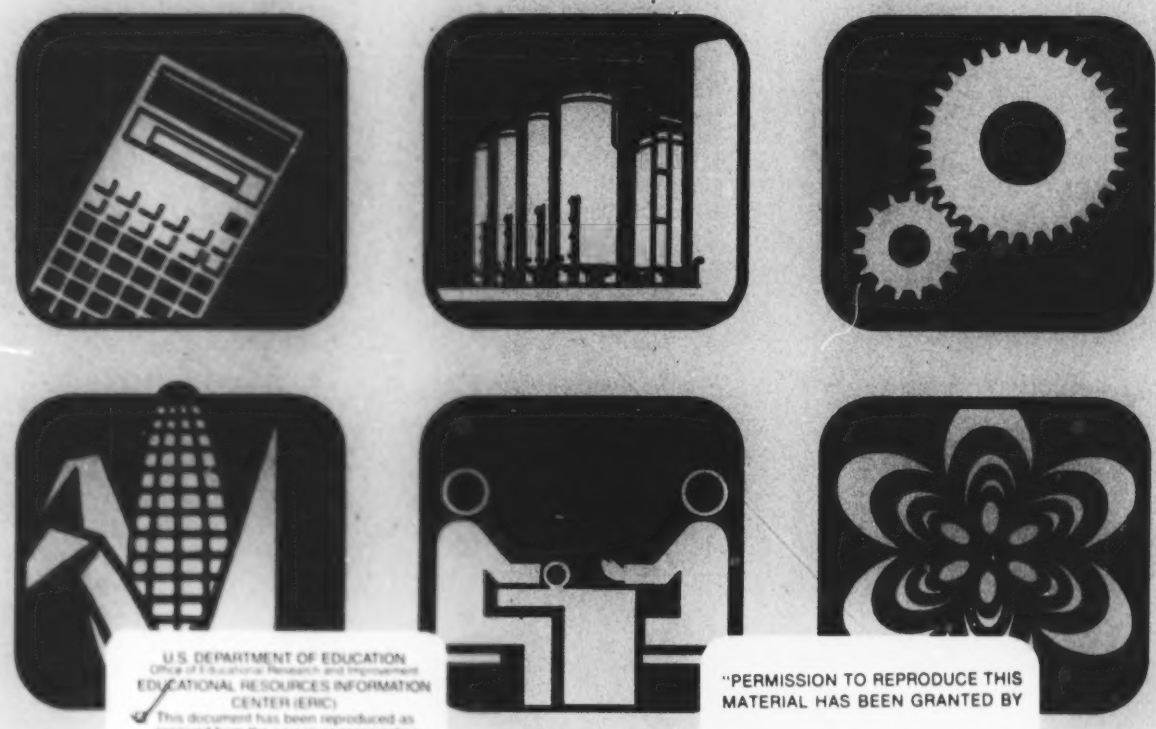
Integrating Adult Education & Training:

Possibilities & Constraints

REPORT OF A COLLOQUIUM: 21 – 22 OCTOBER 1994



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AT THE UNIVERSITY OF THE WESTERN CAPE (UWC)

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. Many thanks to the team of note-takers at the colloquium, from whose notes most of this report was written. And thanks to Cecilé-Ann Pearce for the administrative assistance with the report.

See Appendix I for the programme and Appendix II for the list of participants.

PREFACE TO THE COLLOQUIUM REPORT

The proposal for an integrated education and training system for South Africa, or a 'unified multi-path model', that concretises the call for a culture of life-long learning has had its fair share of support and criticism over the past year. The concepts and principles that would underpin such a system have been widely circulated and debated through the policy documents of the African National Congress (ANC), the Congress of South African Trade Unions (COSATU), the National Training Board (NTB) and the Centre for Education Policy Development (CEPD), among others.

Over the last four years many people have been engrossed in the production of education policy proposals. In 1994 alone at least 14 major education documents have been produced (for the DEAL Trust: 1994).

At this stage in the development of a democratic educational dispensation, there has been a growing feeling that, 'It is time to come out from behind closed doors and face the real world.' It's time to move from the creation of policy proposals to grappling with the realities of policy implementation. At CACE it was this feeling that motivated us to hold the colloquium on 'Integrating Adult Education and Training: Possibilities and Constraints'. We have been part of the process of creating policy proposals about 'integrated life-long education and training', but like so many others have not had much opportunity to dig beneath the surface of what this might mean in practice. Until the colloquium, the different understandings of 'integration' had not been aired, particularly among practitioners on the ground.

The colloquium brought together practitioners from various sectors of adult education and training, including representatives of the State Adult Education Centres, the Industrial Training Boards, the tertiary institutions, the Technical Colleges, the Trade Unions, the Non-Governmental Organisations (NGOs), employers and the Ministries. The aim was to give space to practitioners from diverse sectors to discuss and debate the possibilities and constraints for the successful implementation of an integrated approach to adult education and training in South Africa.

Two international visitors added important perspectives to the deliberations. They are Dr Bernt Gustavsson, who is part of CACE's exchange programme with the University of Linkoping, Sweden, and Mr Keith Jackson, principal of Fircroft College in Birmingham, with whom we also have an exchange programme. Their participation was supported by SIDA and the British Council respectively.

This report has been published to share the very rich discussions that took place. It is hoped that through the distribution of the report more practitioners will be able to engage in the urgent discussions that are now taking place in the provinces and at national level as we move 'into the real world of policy implementation'.

I wish to thank the presenters and the participants for their contributions, to Joe Samuels, Cecile-Ann Pearce and David Kapp who helped to organise the event, to Liz Mackenzie and her team who have written up the report within a tight time schedule, and to SIDA and the British Council for their financial support.

PROFESSOR SHIRLEY WALTERS
DIRECTOR, CACE
January 1995

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INTRODUCTION

CHANGES IN ADULT EDUCATION AND TRAINING

How do South Africans negotiate a way out of apartheid in adult learning? The colloquium report addresses aspects of this question and provides some background understanding of the challenges which the question poses for us.

In every sector of South African life in the last four years there has been a concerted effort to negotiate ways of transforming an inequitable, autocratic and oppressive heritage into something democratic, non-discriminatory and just. This has also happened in the two areas of adult education and training which, in the apartheid era, had developed in different directions.

A key initiative in the process towards an integrated, democratic adult education and training system came from the trade union movement. The National Union of Metalworkers of South Africa (NUMSA) started by re-evaluating its entire policy on education and training. It examined its members' experience of receiving South African education and training and also sent out joint shop floor worker and union official delegations on international study visits.

The policies and demands NUMSA developed were then taken up within COSATU as a broad union initiative.

The unions realised that even radical improvement of the existing training system would still hold their members in a second class position. Their members needed to improve their own skills and knowledge to get better jobs. They needed to improve educational and development opportunities in their communities to obtain a better life for their families and neighbours.

They also needed to contribute to a more productive and world competitive economy to pay for these policies. Only if the parallel systems of education and training were integrated would it be possible to offer equitable educational access which might address these goals. That is why the issue of `Integrating Adult Education and Training' which sounds like a dry and bureaucratic procedure is such a hot political and social issue. The De Klerk government tried through its National Training Board to change the training system unilaterally; the COSATU unions refused to accept these exclusively determined policies and proposed integration; the employers realised that their workers would not tolerate a training system which excluded educational development for themselves and their communities.

But changing such an entrenched division between education and training systems is no easy matter. As we learnt at our colloquium, we are not only dealing with decades of apartheid but also with centuries of the division of hand and brain which is deeply embedded in western philosophical traditions. These issues are not ours alone and other countries with widely different political histories from ours nevertheless face similar issues in education and training. There are no quick fixes.

THE RATIONALE FOR THE COLLOQUIUM

That is the background to both the colloquium and this colloquium report. However, despite the grand sounding policy statements from various quarters about integration which were made in the build-up to the first South African election, virtually nothing has happened since to bring it about. Some reasons are not hard to find, for example the existence of two separate ministries of education and labour, the pressing crisis-ridden demands of schooling, the lack of funding set aside in the current budget, and the priorities for people in key positions

Therefore, it seemed important by the end of 1994 to examine the issues in more detail and in more depth, to

take the political and local moment seriously but also to take in the longer philosophical and broader international perspectives. Adult educators felt that they needed to act. These feelings led CACE to initiate the colloquium. The feelings were reciprocated in many quarters as a broad spectrum of about 80 participants converged on UWC from various sectors and different parts of the country. The idea for a colloquium had struck a chord.

THE CONTENT OF THE COLLOQUIUM

The colloquium began by taking stock of some of the history of South African education and training policy development and also of the recent policy work which has been done to prepare for the new era in the country. Jeanne Gamble and Clive Millar from UCT provided this perspective. They had both played leading roles in the DEAL Trust investigation into the training of the (newly conceptualised) Education, Training and Development Practitioners.

The second session offered the opportunity to listen to views from the ground from organisations which are struggling to implement integration in practice. Contributions came from a union and a training board, a technical college, a long established Adult Basic

Education and Training (ABET) non-governmental organisation (NGO), and a recently established community based educational project. The third session presented an insight into the current state of play at high level policy and ministerial arenas. Papie Moloto from the Department of Labour and Judy Favish from the African National Congress's (ANC) Centre for

Education Policy Development (CEPD) opened up these debates.

In the fourth session one of the international visitors, Bernt Gustavsson from Sweden, presented an international theoretical background to the debates on education and training.

In the fifth session summaries were given on the day's deliberations; they were from Keith Jackson of Britain and Zelda Groener, a returning CACE staff member on study leave in the USA.

On the second day of the colloquium, at the sixth session, Shirley Walters, CACE Director, presented a summary of the key issues from the previous day. Everyone present at the seventh session had the opportunity to participate in the complexities of constructing aspects of the National Qualifications Framework. Adrienne Bird, seconded from NUMSA to the National Training Board (NTB), was joined by government and training board personnel in coordinating a workshop. Within the workshop, participants grappled with practical issues of identifying learning abilities and outcomes in particular settings.

During the next session, Keith Jackson also presented an understanding of the history of the debates on education and training in the British situation. There the issues we are facing in a matter of months and years could be seen operating throughout the 70s and 80s. He saw great opportunity in the coining of the concept Education, Training and Development Practitioner as a way of moving the debates forward. Other panellists, Linda Cooper from the University of Cape Town, and Crispin Swart from the Centre for Local Government Training gave their perspectives on the possibilities for the training of ETDPs.

In the last session reflections on the colloquium debates and proceedings were again given by Zelda Groener, Bernt Gustavsson and Joe Samuels, a CACE staff member and one of the colloquium organisers.

THIS COLLOQUIUM REPORT

In this document we have presented reports of the speaker's talks. They were written from notes taken by a team of scribes during the colloquium and, when available, from speaker's own notes. We have written the reports in the present tense to retain a sense of the immediacy of the debates, although they are not direct quotes.

There is one exception to this, as we have reproduced in full the paper by Bernt Gustavsson titled "Lifelong Learning Reconsidered" which was available at the colloquium.

ROY CROWDER AND LIZ MACKENZIE
JANUARY 1995

THE CHANGING POLICY DEVELOPMENT CONTEXT

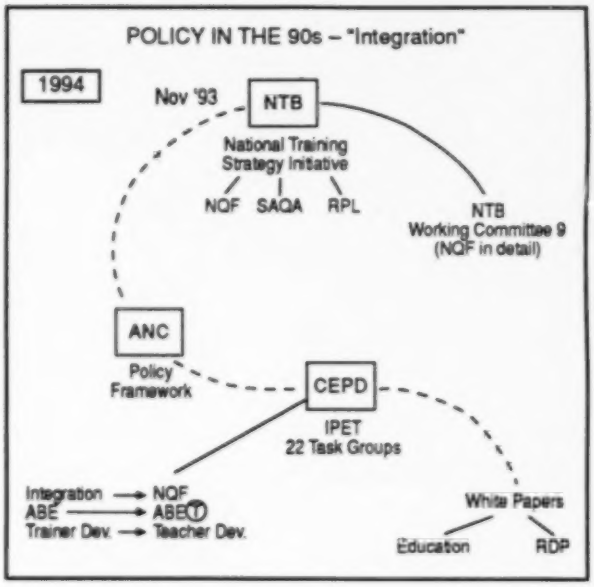
❖

IN BRIEF ...

Education and training operated separately in South Africa. Links were not forged between them until very recently. The drive for the integration of adult basic education and training has come mainly from organised labour. It is not yet clear whether education and training will be integrated into a unitary system, or how, or by whom, or how an integrated system would be implemented. Educators and trainers are still grappling with what integration means in practice. Adult educators and trainers involved in policy are now thinking about more pragmatic and feasible policy options, strategies and mechanisms for adult education and training, given the current constraints education and training face in terms of finance, structures and governance.

MS JEANNE GAMBLE

Ms Gamble, from the Department of Adult Education and Extra-Mural Studies, University of Cape Town (UCT), was the first speaker. She gave a broad overview of 20 years of policy work, mainly focusing on the 1980s and early 1990s. To interpret the current policy context within the ideology of the new South Africa, she said that one has to understand the previous shifts in thinking. These shifts have given legitimacy to the integration of education and training.



POLICY IN THE 1980s

In the 1980s education and training were separate. There was one policy discourse in education and another in training. In education, there was a dominant discourse used by the State and employers. This was responded to with an opposing discourse from organisations within civil society, specifically the community and labour.

EDUCATION

1980: Under extreme pressure from widespread and growing resistance to State education since 1976, the State commissioned the Human Sciences Research Council (HSRC) to investigate all aspects and levels of education. There was a strong sense of a break between academic and vocational education.

1981: The HSRC investigation resulted in the *De Lange Report*, which recommended equal opportunities and equal standards in education.

It also recommended a more open and flexible approach, with teachers, parents and communities becoming more involved in decision-making.

1983: The State's delayed response to the report, published in a white paper, accepted for the first time in South African history, the principle of equal opportunities and standards.

But this acceptance was subject to the principle that each 'population group' would have its own schools and education authorities.

In the early 1980s, the State discourse had therefore shifted from an ideology of 'separate and unequal' to one of 'equal, but not identical, and still separate'.

1986: The Department of National Education (DNE) introduced a 10-year plan to equalise funding in the various education departments.

1989: The DNE plan was dumped due to a crisis in funding. But this gave rise to the Education Renewal Strategy (ERS).

1991: The *ERS Report* was published.

In the meantime there were developments in civil society ...

CIVIL SOCIETY

1983: The United Democratic Front (UDF) was formed as a co-ordinated voice of a Congress tradition. The UDF was specifically against inequality in education and called for an alternative education system under the slogan of 'People's Education'. The aim was to destroy and replace the State institutions and curricula.

1986: The National Education Crisis Committee (NECC) was formed. This marked the shift from boycotts to constructing formal alternatives in education. The NECC built alliances across civil society for a co-ordinated national response to the education crisis. It formed an 'alternative mainstream' in education discourse.

1990: Research into feasible education policy options was initiated by the National Education Policy Investigation (NEPI) of the NECC.

1992: The NEPI research reports were published, giving options for short- to medium-term policies in 12 sectors.

In the meantime reformist developments had also occurred in the labour field ...

TRAINING

1977: The Wiehahn and Riekert Commissions of Inquiry into labour legislation and legislation for manpower utilisation or 'influx control', signalled a State shift from a migrant labour force to a more stable one.

Legislative changes followed the commissions of inquiry.

1979: Statutory job reservation was lifted.

1981: The Manpower Training Act institutionalised 'the right to training' for all workers. The Wiehahn Commission recommended that mobility of all classes of labour should be facilitated. This was deemed necessary to prepare South Africa for an expected economic upturn and an adequate supply of labour for the growing needs of industry and commerce. The Act provided for a National Training Board (NTB) to advise on training issues.

1990: The Manpower Amendment Act, which currently governs all industry-based training, provided for industry training boards. This indicated a devolution of

power from the State to industries. It can also be seen as a shift of power, regarding training, from the State to employers, giving them increased autonomy to promote sectoral self-interest.

The Act therefore allows for a narrow concept of learning with a major focus on functional training. This led to further fragmentation of training provision and resources.

1991: The NTB's first training strategy report was published. However, it had no input from labour and was subsequently rejected by COSATU.

EDUCATION AND TRAINING: AGREEMENT ON SOME ISSUES

In 1991 both the ERS and the NTB reports were published. They did not 'talk to each other', although they agreed that:

- the State's role should be decreased and that of employers increased.
- a system of formal accreditation for vocational education was needed, and a dual structure of accreditation for education and training with links between the two was recommended.
- they were opposed to State intervention in the formalising of non-formal education (although the NTB report proposed a strong role for employers as mediators between education and training authorities).

State policy discourse in the 1980s reads like an uneasy 'dance' between education and training. Each talks about the other but does not cross territorial boundaries. Non-formal education emerges as divided territory and does not include training in terms of the Manpower Training Act, 1981.

Capital emerges as a dominant stakeholder, promoting a voluntarist approach and relieving the State of full responsibility for non-formal education, but does not commit capital to any coherent form of long-term provisioning in the non-formal sector.

THE ROLE OF COSATU

1981: The Labour Relations Act gave legal recognition to black trade unions, which had strongly challenged industry and the State in the 1970s, despite being illegal.

1985: COSATU was formed.

1989: COSATU played a dual role, as part of the community struggles for social change, and using education and training in an industrial relations framework as a bargaining tool with employers. Its participation in the NECC formed a link between community struggles for social change and workers' struggles for workplace change.

1991: COSATU entered the National Manpower Commission (NMC) and the NTB. It now has an institutional base to challenge the State and employers. This stimulated internal research into restructuring adult basic education, training and grading systems in South Africa.

POLICY IN THE 1990s

1993: The NTB has four parties debating policy formulation. They are the State, providers of training, employers and labour. COSATU objected to the idea of a vocational training strategy as it could become synonymous with second class status. Instead, COSATU proposed the integration of education and training into one system.

THE INTEGRATION OF EDUCATION AND TRAINING

The African National Congress (ANC) has given a commitment to the development and provision of a national system of adult basic education and training within a unitary educational system. Such a commitment has never been given before by a government or ruling party in South Africa. The principle of integration has been a cornerstone in national policy development, insisting on the equivalence of adult basic education, vocational training and schooling, and on bridging the gulf between education and training.

1994: The NTB report made various proposals. One was for a national qualifications grid, the National Qualifications Framework (NQF), which would secure integration, equivalency and access across a new national education and training system. Another was for a South African Qualifications Authority (SAQA), which would administer the NQF. A broad 'competency model' has been adopted to define and assess learning outcomes at all levels of the NQF.

In these debates about education and training, a new language began to be used more generally. It seemed easy to get consensus, but people often used the same

words but did not attribute the same meanings. Terms such as 'adult basic education and training (ABET)', 'further education' and 'higher education', for example, have not been given clear definition. This has been useful though, in that people can agree on the necessity, for example, for ABET, without disagreeing over details. People in both education and training use the various terms in relation to their own areas.

The NTB has not stopped its work. Its working committee No.9 seem· to be an integrated committee working out the detai!.. of the NQF, where the different systems of education and training are 'talking to one another'.

All these developments in education and training have been sifted into the 1994 white paper on education and the Government of National Unity's Reconstruction and Development Programme (RDP). The RDP is clearly a huge site for various forms of ABET in areas such as housing, health care and job creation, where trained educators could be drawn into the development processes. How this could happen is not yet clear.

Educators and trainers are still grappling with what integration means in practice

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PROFESSOR CLIVE MILLAR

Professor Millar, from the Department of Adult Education and Extra-Mural Studies, UCT, began his talk by saying that he was attempting to bring the policy debate up to date and to look into the future.

He said this was a time of new rules for education and adult education. People had been through a four-year phase of policy development which had now ended. Policy production had run far ahead of its implementability. It was a highly significant achievement to have reached the various policy formulations in adult education and training and adult basic education. The vacuum of policy and governance had been taken and used, but it was now over.

However, we are not moving into a policy implementation phase but a new and different phase of policy development under different rules. And it is a more contested political process than 1990-93, he said.

It has been like playing poker without real money – now we have to learn the rules and it's not an easy game. We don't need more time to write policy, we're interested in strategy and mechanisms of implementation.

Policy now regresses to principles or proposals. In terms of governance, some people don't favour implementation. Key staff appointments represent mainstream educational locations. We're seeing the power of provincial bureaucracies.

The white paper was disappointing in the area of ABET. The State looks for funding other than its own. There is no mention of the need to train adult educators and trainers. And ABET delivery is talked about as though it is easy to implement.

We have only a vague sense of the learners for whom adult education and training is intended. What would ABET provide access to? What would validate it?

The financial resourcing is difficult given the bureaucratic restructuring into single provincial departments, the priority of schooling, and the movement towards equity in a provincial context where no money has been spent on ABET.

What characterises the policy phase we are moving into?

ABET will be uneven in development. There will be a rationalisation of present resources; regionalism; inherited institutional practices; the institutions' old locations will persist. The training sector could develop with relative autonomy. The night schools could be refurbished under a different authority. The community sector could be linked with the RDP.

There are enormous expectations for the NQF to sort things out and provide the authority.

In the new policy phase the old discursive terms lose their status. The term 'education and training development practitioner' (ETDP) has a diversity of interpretations and mobilisations. Political pressure is required for ABET and whoever wants it badly enough must push for it. The providers of adult basic education and training can't do this.

Fiscal mechanisms are crucial in developmental areas. But financial arrangements balance between maintenance and equity. Mechanisms for funding development are hard to find.

The phase we are now in is more challenging, we are now playing with real money and real power. We first need to learn the rules. This colloquium will help us with our strategies. We don't want to write any more policy documents. We are interested in strategy and mechanisms, and maintaining the inspiration of the last four years.

QUESTIONS AND DISCUSSION

The panellists took several questions and comments before responding

- What is the definition of adult basic education (ABE) and what are the primary needs the providers have to consider?

Comment from the floor: The political engagement of the democratic movement was structured through a policy-making mode, i.e. writing policy for a future minister. We are now moving into a policy mode of political contestation for very limited resources.

- How do the principles of the RDP guide the implementation process and why is the policy of life-long learning not addressed in the previous speeches?

- What is the relationship between the policy in a vacuum and projects on the ground?

- There is a range of needs and no in-house structure to give priority and direction. Can you [Prof Millar] comment?

Clive Millar: We had believed that we would move from policy to implementation. We are trying to move out of advocacy mode into the position we are now in, from 'should' to 'can'. We are in a phase of constructing policy, given stern conditions. The RDP has possibilities for providing direction.

Participants discuss strategies for the implementation of an integrated system

VIEWS FROM THE GROUND

Chairperson: Mr Roy Crowder – CACE, UWC

THE PANEL IN BRIEF ...

Mr Zweli Nokhatywa
Inthando Yethu Adult Centre, Khayelitsha
Adults need a curriculum relevant to their lives as adults, which gives them skills in a range of areas, from spraypainting to participating in meetings and business skills.

Mr Ralph Alexander
South African Clothing and Textile Workers Union (SACTWU)
Workers can move beyond jobs in which they get trapped, through industry making education and training programmes more relevant and accessible, with accreditation and better rewards. This would, in turn, contribute to more flexible, better skilled workers, higher productivity and the working of the RDP.

Mr Peter Riches
Clothing Industry Training Board (CITB)
The CITB plays a co-ordinating and facilitating role for education and training provision in the clothing industry.

Ms Chris Winberg
Use, Speak and Write English (USWE)
USWE is developing core curricula for an integrated education and training system using outcomes, with each outcome having affective, cognitive and behavioural aspects.

Mr Victor Weber
Proteaville Technical College
The perception needs to be changed that technical colleges are for people who are not clever enough to manage university. There is also a need to affirm and increase partnerships with other institutions, so work is not duplicated, and to share resources more.

MR ZWELI NOKHATYWA

Mr Nokhatywa, from Inthando Yethu Adult Centre in Khayelitsha, was the first speaker. He introduced himself and began speaking of how he became involved in adult education. He was born and raised in the Eastern Cape, Transkei region. He has been living in Khayelitsha where he became involved in adult education. In 1992 he helped to start a night school in Khayelitsha. The idea for this came from the community who said that they needed an adult education centre. It was named 'Inthando Yethu', meaning 'our aspirations'.

What are the people's aspirations? Zweli said that this was what he would share. The need for an adult education centre came as a result of the backlog of Bantu education – 'gutter education' – the inferior system of education designed for the majority of people, the African people, in South Africa. Education for Africans was seen as education for learning how to take orders. Apart from communication skills for working in industry, no other skills were taught.

Our philosophy, he said, is to overcome that. Adults need to be educated, to be given a chance. People should also get skills to be independent and self-reliant. But how do we bring this into the education system?

We need a centre or college where, during the day, people are trained in skills and at night, night classes take place. We want to bring in the teaching of skills so we can improve our contributions at work, at meetings and at home.

There therefore needs to be a centre which will offer skills training including things like spraypainting, sewing, typing, business skills, mechanical skills, running meetings and so on. Only with these skills will people be able to play a role in the economic growth of the country.

In this way it will be a multi-purpose centre which will teach skills and will also act as a night school for education for certificates. For jobs you often need skills, but to get the skills training you might need certain educational qualifications in the formal system. There is a need for a centre which will integrate and offer both aspects.

So far, we have been operating at a primary school in Harare, Khayelitsha, as there is no high school. We have secured a piece of land, but have not yet found sponsors for the building. We need a centre or high school to properly recognize our dream.

In September, we had a meeting with the Minister of Education, Martha Olckers. She made points about finance for adult education which made us realize that it is underemphasized and is not a priority – rather it is at the bottom of the list. So they're saying to those who missed out on education – it's just hard luck.

The people are saying that that is a mistake – we need education to fully participate in the RDP, in all spheres of life. Olckers also said that education and culture is one thing, training is another. Adult education must raise funds for itself, the State has no money for it. However, we are saying that education and training should be integrated.

We should be looking at the needs of people; if we look we will be able to address some of the problems we face in society.

While we philosophise, we must listen to what people themselves are saying. The RDP should be people-driven. This means that they need to be involved directly. But how do they do that if they don't have the skills or the education?

We need to address this problem. The views of the people are clear: they need education integrated with skills.

MR RALPH ALEXANDER

Mr Alexander from SACTWU spoke about SACTWU's vision of education and training. He said that he was a worker in a factory and represented other workers.

Workers are trapped in certain jobs because it is argued that they don't have the education or skills to move further – so they stay there. Workers have compelled the union to consider how they can break out of this and also make a contribution to the RDP.

There are a number of points to be made.

PRODUCTIVITY AND SKILLS

In terms of our roles in productivity and skills – the two go hand in hand. We can improve quality, absenteeism, shrinkage, wastage and so on by improving workers' skills.

WORK ORGANISATION AND SKILLS

With newly acquired skills there must be the opportunities to practise them. We have seven million without jobs, so we need to change the work structure, e.g. long production lines are not as flexible as small work-teams and short-cycle manufacturing. We're saying that a change in the work organisation will also determine what skills – and therefore education and training – are required. Then we must focus on creating a system of training that is not ad hoc. The whole way in which training occurs is very ad hoc and this is problematic.

REFORMS TO THE TRAINING SYSTEM

The training system must deliver quantity and quality skills – flexibility, quality-control skills, communication skills, machine maintenance, health and safety, etc.

At the moment, people are caught up in one specific task and don't have an understanding of the whole process. This must be challenged through training and reorganisation of work.The curriculum for training must be negotiated among all stakeholders and there must be systems of accreditation.

ACCESS TO TRAINING

We're experiencing barriers to education and skills training because of the low level of formal education, as in numeracy and literacy.

Also, we find that:

- levels of education required for skills training are often used as an excuse to prevent someone from doing the job, though that person can do the job.
- there are artificial barriers – requirements that are unnecessary.

Employers should provide a general ABET programme for workers, consistent with nationally agreed phases, standards and curricula.

The question asked earlier – What is ABET? We can spend years defining it but in the end it must empower people to contribute in all areas of life.

Entry requirements are very restrictive. We need people to participate in the development of the country and we must have realistic requirements and find ways of accrediting people for the skills they already have.

We also need to look at paid time for education. There is a high drop-out rate at night schools. But in places where there is paid time for education and skills training there is a reduced drop-out rate. We need paid time for education. People have families and that has to be taken into account, and training should happen at times appropriate for workers. Employers and the State must finance this. There should be modular-based courses.

REWARDS

There must be rewards for training. If there is no reward, for example higher wages for improved skills, workers will not want to learn. The grading system therefore needs to link wages to skills and provide clear career-paths. The grading system must allow for mobility.

THE TRAINING BOARDS

Currently they do not deliver the kind of training needed for a flexible workforce, but they could be the vehicles through which the training system is reformed. Key issues are: there must be equal trade union and employer representation; it must cover all workers in the industry; it must be responsible for education and training policy and programmes; and it must operate within agreed guidelines.

MR PETER RICHES

Mr Riches, from the Clothing Industry Training Board (CITB), outlined some of the philosophical assumptions which underlie their commitment to an integrated training and education framework.

• Any industry that wishes to stay in business must achieve a state of international competitiveness, and to do this they must have skills to put a product on the market at the right place, time etc. The primary reason is to increase profits but a secondary reason is to increase economic growth and improve the living standards of everyone in the country. The purpose of working is to enjoy a standard of living – we wish to raise it for all. The RDP is geared to that.
• Any industry that seeks to be competitive must be supported by an education and training system which is competitive internationally. It must be world-class.

To do this the industry must:

• deliver high-quality training in the areas that it knows
• identify other providers of education and training for the industry in that region and ensure co-ordination.

This is what CITB has been trying to do over the last decade, and especially during the last five years. We have been trying to deliver as well as enter into partnerships with others like universities, technikons, other NGOs, etc. The purpose is to provide a co-ordinated, all-embracing picture of education and training in the clothing industry.

Previously, most of the training was at the behest of management. It shouldn't be like that.

CITB would like to become a primary resource centre for education and training in the clothing industry, so anybody in the industry should be able to access training resources. CITB should be expanded to all in the industry, including families, so that all can have access to education and training. In this way, CITB can contribute to improving the backlog in education in South Africa.

The panel covered a wide range of views

MS CHRIS WINBERG

Ms Winberg, from Use, Speak and Write English (USWE), spoke of how USWE and Pentech (Peninsula Technikon) have been collaborating on an ABET practitioners' diploma. They will start running it from the beginning of 1995. Her talk focused on the process of curriculum development.

It's a process of trying to implement some of the policies put forward by various working groups. In July 1994, USWE, Pentech and other providers in training and community-based education and training, collaborated to try to define the core curriculum for a practitioners' course in ABET. (This would be the first year of tertiary level study, currently NQF5.)

In the process there were two opposing discourses:

The first was the discourse where the traditional oppositions privilege education over training – where, on the one hand, you are creating a well rounded individual with broad critical knowledge who feeds into management, and on the other, the utility approach where you give training for workers who then have marketable, useful skills.

However, many practitioners have the experience that learners' expectations and assumptions are different to this. The other discourse is where education is seen as useless for income-generation, and is a low-prestige option, suited to women and the unemployed. Training, which is more useful for job opportunities, has a higher status and is seen as appropriate for men and workers.

In the process of curriculum development, for each suggestion that problematises the relationship of education to training there is an opposite one. For example, how do we make academic knowledge appropriate to the training sector and include realities from the workplace in the classroom? To this trainers would respond with questions like: 'Is the classroom the only site of learning?'

These discourses were premised in different assumptions about education and training.

But we began to bridge the divides when we reached a breakthrough question: What does a literacy teacher have in common with a health instructor and a clothing industry trainer?

The framework came out of identifying the commonalities and was built on eight basic outcomes/areas of competence.

These were:
1. Learning skills
2. Language and communication skills
3. Theorising adult learning
4. Contextual understanding
5. Administrative skills
6. Teaching/facilitating skills
7. Assessment skills
8. Evaluation skills

A ninth area was added: Subject/content knowledge.

Reconceptualising ourselves as 'education, training and development practitioners' has helped us.

We recommended that each outcome comprise an affective, cognitive and practical/behavioural aspect, (feeling, thinking and doing). We also decided that the eight generic outcomes should not operate independently of one another. For example, administrative work should include all of the basic outcomes/areas of competence.

To ensure portability and transferability we would integrate skills outcomes with content knowledge. The integrated model would include all nine areas.

If we were to offer a model of our work for integrating education and training it would be a process model. We are still in the process of understanding integration. It is one of finding common ground and it will more clearly evolve as we implement the course.

MR VICTOR WEBER

Mr Weber, from Proteaville Technical College, spoke next. He spoke on behalf of 150 technical institutions and Proteaville in Cape Town. He said technical colleges fell within the 'further and higher education sectors' and had direct links with adult education, and adult basic education and training.

The biggest problem of 'techs' was that, 15 years ago, universities were seen as highly theoretical, while technical colleges were seen as practical, and technikons were seen as the place in between, combining theory and practice. The institutions are changing but the general thinking is still much the same: '*As jy dom is, gaan na technical college.*' 'If you don't have it up here, then use your hands.'

We provide structured vocational education and training (full-time, part-time and distance) leading to accreditation. Cape Town Technical College has changed to vocational education and training – with emphasis on preparing people for the marketplace. That is one function of a tech; secondly, to provide short specialised courses. A third function is to offer education and training programmes aimed at life-long learning – ABET, bridging courses. A fourth is development and enrichment aimed at the empowerment of communities at large.

I want to end off by talking about partnerships. There are so many courses going on, and there is unhealthy competition and duplication at great cost and effort.

At the 'tech' we don't only offer apprenticeship training, but other courses like educare, assistance for the disabled, art, computers, etc.

We offer something before a bridging programme – for someone with a Standard 4, for example. We have an advanced course in clothing design and a relationship with the Clothing Industry Training Board – a joint training contract.

In Atlantis, near Cape Town, we have entered into a relationship with ADE, a big employer. The question is what to do with those who don't have the educational qualifications to do an apprenticeship? They can't enter a formal programme because of lack of formal education qualifications. We are entering into negotiation on this with the employers.

We also have a relationship with Pentech and we're exploring the possibility of using each others' infrastructure to offer courses. Community colleges have requested to use our facilities. So whether it's community colleges, commerce or industry, we should share resources with those who don't have.

Our college operates financially like an ordinary high school, but money is the greatest constraint facing us all.

QUESTIONS AND DISCUSSION

There was interest in the frustrations and difficulties, the conflicts and tensions that the different bodies, represented by the speakers of the panel, had in working together.

• What do members of the panel have to say to each other? I'm interested in the gentleness with which the union treats the industry training board. The CITB makes a bid to become the institutional centre for education and training, but we still don't know who would teach the learners, who the learners would be and so on.

Zweli Nokhatywa: To a great extent the philosophy and approach does meet our requirements and aspirations but these structures, like the technical colleges, have to be taken to people to make them accountable.

Ralph Alexander: We've reached a new relationship between trade unions and industry in the last year. It is one of working jointly. We see the training board as a vehicle for providing, together with other providers.

Peter Riches: We have links with other providers in the clothing industry and played a role in initiating dialogue. For example, a few years ago we introduced the two departments of clothing design at Pentech and Cape Technikon to each other. So we've brought people together. We're facilitative, not prescriptive. Looking around the table we have worked with just about all of them (indicating the panellists).

• I think the panel misunderstood me or ducked the question. I want to know what are the frustrations you have with each other? There must be honesty about the difficulties in working together, so we can have one stream rather than two streams.

• What are the differences between you? What do the bridges look like, do they overlap or link?

Response from the floor: As I'm from SACTWU, I can touch on areas of difference that SACTWU has had with the training board. A lot of work in the past was driven by employer needs; training was addressed largely at management and artisan levels. Our workers are concerned about what training is to be offered to them. ABET is still not available. It is seen as an individual thing and separate from the fact that individuals also need training at the workplace. Our job must be to integrate these things, not education for individuals and training at the workplace, but integration of both that increases the rewards for workers.

Peter Riches: People don't like change. They are comfortable with where they are. Some of our frustrations include the fact that a lot of people don't want partnerships. For example, I suggested to Pentech and Cape Technikon that since they have the same programmes they should combine their courses. They were horrified. But we have to begin rationalizing. There is not enough money for duplication.

• If you run a clothing design course and then a literacy course, are there learning principles that cut across them?

Chris Winberg: There is difficulty in working together. For example, some of the trainers walked out of a session on whether critical thinking should be in the course as they thought it was irrelevant. We negotiated to get our different agendas on board. However, while we are still operating in dual paradigms there will be people falling between them. As a lot of courses presented by individuals are not integrating the two.

• Problems emerge when you bring two different worlds and political traditions together. What does integration mean in terms of compromise and what falls off the list? To go back to Ralph Alexander's list and also cast your mind back to the tradition before – you would have seen a very different list, with things like political economy, etc. Now you see a list with productivity, etc. Where have the main tensions been and what has fallen off the agenda?

• What are the implications of integration of education and training on curriculum design?

When we talk about integration it often means one section deals with skills and the other deals with the broader education. Much more thinking needs to be done. Are there concrete examples of what has been done?

Ralph Alexander: Integration should not be a bit of this and a bit of that. Integration means development, for example, career pathing. Wherever you are, there will be an educational aspect at the core. I'm not sure exactly how to respond but I'm certainly not saying that training is here, education is there and over there is integration. But it is true that things have fallen off our agenda.

Chris Winberg: Designing an integrated curriculum is very difficult. We are hoping to present the model we have used in a document – our guidelines to help others who want to develop at a diploma level and use our framework as a guide. We'll only be able to see if it works when we have used it in different arenas.

We've also lost a lot in the integration. The whole Freirian approach, for example, is changing. We are seriously concerned about what education and training is doing to USWE's mission statement. But we have also gained things. Using the competency based model from industry with our learner-centred approach we've come up with quite a strong model. We have a learning contract with the trainees which demonstrates how each outcome is met. We have created our own understanding of what we're doing, become part of the curriculum design. The sorts of things that weren't conscious before we have tried to make conscious in the curriculum. We have lost a lot, but also gained things.

Peter Riches: When Chris mentioned the trainers walking out she was too polite to say that it was CITB's trainers. They just weren't properly prepared. This is one area of frustration between us, but we've got to work things out.

Zweli Nokhatywa: One of the frustrations we experience is that employers are not willing to release employees early to get to classes. Also the fact that the curriculum used is often the same one used with children. Adults are insulted by this. They need a more appropriate curriculum – it must be reworked.

Innovative work has been done in designing an integrated curriculum

ISSUES OF GOVERNANCE AND FINANCING

Chairperson: Mr Siven Matslamoney – South African Institute for Distance Education (SAIDE)

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IN BRIEF ...

Policy development work for educational reconstruction has had open learning and access as goals. ABET was seen as an integral part of a life-long learning system. Learners were envisaged as being able to move about in an articulated system, gaining credit for their learning. New bodies would be set up to manage these processes. All stakeholders should be drawn into devising such a system and a focus should be maintained on the needs of the most disadvantaged people.

However, in practical terms, and despite the rhetoric on life-long learning in the white paper on education, the present national budget has no money set aside for adult education. The budget was based on certain priorities from the apartheid era, with no acknowledgement of the needs, for example, of those outside the formal sector. Possible solutions, such as borrowing money, were cited.

At the same time, there has been no move to take on the integration of education and training at State level; there is no ministry or person in charge of it and there remains no budget for it.

There was an interministerial committee examining integration but it was conflicted between the old order and the new. New terms, such as 'life-long learning', were being used in old ways by those in power from the apartheid administration. The committee included only one woman and no black people. Its activities were unclear to the participants at the colloquium.

The issue of integration was rooted in political contestation over who would control what.

MR PAPIE MOLOTO

Mr Moloto, from the Department of Labour, spoke first. He said he was supposed to be talking from a position of power about the integration of education and training, but that they had 'nothing of the sort'.

There are two separate ministries – labour and education – and no talk about integrating the two. 'No-one at State level has taken this baby to nurse it. We are not talking about integration.'

There is a R24-billion education budget, and R300-million has been set aside for training by the Ministry of Labour (as such, about 1,3% of the education budget). There is no budget for adult education. And even in the RDP, adult education falls under a literacy project, funded by donors until 1997, he said.

A colonial system still operates in South Africa regarding education and training: education for the colonial masters and training for the servants. There is nothing for competing in international markets. Education is an end in itself, the content leads you nowhere. You are unemployable at the end of matric.

What are the options? How is it possible to finance ABET? There is no effective planning. Can we exert pressure on the government to commit itself to ABET? Government funding is remote except for one possibility such as a levy on every institution in this country for ABET. We need consensus, a legal framework and involvement from all the stakeholders. Another source would be loans. But at what cost?

ABET is neither in education nor in training. In terms of the white paper we are using money for structures for industrial relations. Who carries the responsibility to see that the structure is developed, that the management systems happen? Here I am as a member of the Ministry of Labour talking about training, but there is no single person dealing with trainers, training curricula and so on. In terms of the governance of the process, what are the goals, what are the deliverables? And why?

We need to make sure that the education process has, as its end goal, the improvement of people's quality of life. The child at school must be prepared for the world of work.

MS JUDY FAVISH

Ms Favish, Centre for Education Policy Development (CEPD) said that her contribution was based on the CEPD task-team report and also on work by her colleague, Shireen Motala.

She said in order to talk about governance and financing she needed to revisit the original goals and objectives in the process of educational reconstruction. These included the RDP, educational reconstruction in the context of wider reconstruction, reorientation and access, redistributive and democratising policies and processes of enskilling people for political and social participation.

The vision was for open learning and access. Learners need to be able to move between different parts of an integrated education and training system. An integrated qualifications framework is required. You can't achieve the restructuring of education and training if you don't address the needs of all parties. Access was very important in this process.

Proposals for governance included the provision of ABET as an integral part of a life-long learning system.

Other proposals were for a South African Qualifications Authority (SAQA) which would set standards and enable a national articulation of courses, a national qualifications framework (NQF), an overall co-ordinating stakeholders' structure and an ABET substructure linked through an adult education and training council to an overall co-ordinating council.

Another proposal was for a national ABET directorate within a single education and training ministry. It should draw on input from all stakeholders in the development of a national framework for ABET. Provinces would be responsible for delivery and would need advice from stakeholders. The CEPD task-team on ABET says that you still need a separate council for education to ensure a focus on the needs of all, especially the disadvantaged, and that you should not be swamped by the well-organised, for example, the trade unions and industry. You need representatives from youth and women's groups as well.

No money was set aside for adult education. A re-organisation of priorities within the budget is needed. The present budget was based on current thinking which had retained many notions from the apartheid era. For example:

- There was no broader vision to include a budget for education outside the formal sector.
- There was a concentration on formal education, and schooling in particular.

However, there are solutions ...

The white paper on education talks about a commitment to life-long learning but without any commitment as to how this would happen. Its goals are not set in a financially viable framework.

Judy Favish said that her information indicated that we were well within the limits of borrowing money, while we needed to re-orient the budget. We need more research into an adequate financial framework. We need a time-frame for integration and for funding integration. We need to retain a focus on struggle – we cannot go into an implementation phase without mobilising and lobbying.

People questioned choosing adult education over children. However, this was a false dilemma, she said, quoting Rosa Maria Torres, UNICEF:

This either-or option, children versus adults, is a false dilemma. Educating adults is educating for both the present and the future. Because it is we adults who are shaping today's world and shaping our children's lives. We are shaping our own future. It's a matter of balances, and finding the right combinations. This is the great challenge we are facing.

QUESTIONS AND DISCUSSION

• Why were the Ministry of Labour and the Ministry of Education set up, but no Ministry of Education and Training?

Papie Moloto: It was horse trading. The governance structures were the same old ones with a sprinkling of new faces. Where changes were made, we were finding resistance to change. Organisational transformation was required because the objectives for the future are different.

Judy Favish: We need to look at weaknesses in our own ranks. The old faces from the DNE are running the show. Clearly ABET is not a priority for them. We have not developed a clear political strategy to deal with the constraints regarding the public sector. Are we outside government? Do we contest this? Do we want to be more mainstream? A market-driven education and training system means that the disadvantaged suffer most.

• What is happening with the interministerial structures?

Papie Moloto: Those structures are not brought to places of legitimacy, relevance and affordability. We need to canvas the opinions of the stakeholders. There is a tendency to do things the old way.

• There is not one black person on the interministerial committee, and only one woman, why?

Papie Moloto: We're dealing with conflicts in this situation – the old order versus the new – around responsibility, power and authority. What does it mean for people in power? The people in charge of change, are they themselves changed?

Judy Favish: The problem is wider – how competent is that committee to link education and training with an overall RDP? The old people there from the DNE need to be struggled against as part of a wider struggle for life-long learning.

• Where do you go back to? We are moving between two completely different debates. These are the context of Jeanne Gamble's historical outline of education and training, and the debate regarding the struggle for resources, Judy Favish said we should go back to.

Response from the floor: The radical discourse of the one debate, where proper consensus hasn't been reached, is being used by people from the apartheid era as an indication of the status quo.

Papie Moloto: People from the old DET (Department of Education and Training) and DNE agreed for the sake of agreement when these issues were being discussed before the NTB. So their old ideas are now being dressed as reconstruction and development. Cosmetic change is emerging in many government departments.

• Do people in the ministry have a plan to tackle this?

Papie Moloto: An interim committee will give recommendations to the ministers and this would go through being accepted in parliament into a new Act of Education and Training.

Response from the floor: The old bureaucrats are a stumbling block. But it is my impression that they think they are integrated into the process, they are not wilfully holding it up, they think they are doing it.

Statement from the floor: Economists are defining the parameters of the education debates and a technicism is creeping in.

• Would the ABET task-team be able to come up with a plan?

Judy Favish: The task-team has not yet been formally constituted, though it will be led by John Samuels and the dominant voice would represent the majority of South Africans. There is a lot of consensus on the NQF. The key is that all stakeholders are involved in developing the standards, otherwise technicism could take over.

Response from the floor: The integration of education and training is not just a professional question but a hot political issue of who controls what.

LIFE-LONG EDUCATION: INTERNATIONAL PERSPECTIVES

Chairperson: Mariam Sekati – Adult Education and Training Association of South Africa (AETASA)

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DR BERNT GUSTAVSSON

University of Linkoping, Sweden

Bernt began his talk by saying he wanted to give a perspective on the international debates which appeared in different forms from country to country. He would do this through the basic question: What is the purpose or intention of adult education? He would answer this from two perspectives. There were two dominating streams in both Europe and the Third World. One was recurrent education and the other was life-long learning.

LIFE-LONG LEARNING RECONSIDERED

Although it has a longer history, life-long learning, as a concept, was introduced by UNESCO at the beginning of 1970. From the beginning it was meant as a means to solve the problems and crises within the educational system in western societies. In Europe it was often discussed in relation to the development of adult education. In practice, the concept of life-long learning was used as a parallel to the concept of recurrent education, which was introduced by OECD during the 1960s. By contrasting the original ideologies of the two concepts (life-long learning and recurrent education) it may be possible to shed some light on their meanings and the traditions behind them.

From the beginning, *life-long learning* has been related to a humanistic tradition, where all human-beings are considered capable of learning and developing their potential abilities. *Recurrent education* was linked to the labour market. In the 1980s, however, it was reintroduced and now relates to the view of a human-being as calculating within his or her advantages – often referred to as 'Economic Man'. Nowadays we find this picture presented in neoliberal ideology and used when education is discussed in terms of a market and investment in human capital. If it is used as a tool to understand and organize education it is reductive. Life-long learning is, given this perspective, an integrative concept. 'Life-long' means that learning and education is possible at any age – from the cradle to the grave. It is integrative as far as age is concerned. Different generations are related to each other in learning. This could mean that one way of reaching the goal of equality in education is to educate the parents as what children pick up from home is important when it comes to assessing how they manage at school.

This leads to another form of integration between learning at school and learning through everyday life – in the home, through a movement, or through local society. Life-long learning adopts a broad approach to knowledge which has the potential to develop a more democratic form of education. Formal and informal learning could be integrated. The concept is described as integrative in two dimensions: horizontal (between home, local community, the world of work, and mass media) and vertical (between different stages of learning).

HUMAN CAPITAL AND HUMANISM

In advanced capitalist societies, life-long education and recurrent education are used as theories and ideologies when discussing adult education. This is also the case in many Third World countries despite different motivations and approaches. In the theories of education, the dominating trend in the Western world today is the human-capital school, mostly supported by neoliberal ideology. In a context like this 'life-long education' can be used in a rhetorical manner, without making clear the distinctions between two different world views, which includes the view of the human being and how learning processes and education are realized. The theory of human capital expresses a view concerning the economic reasons for education, but

has nothing to say about how the learning process is working, or how the resources of a human-being can be developed. Distinguishing what is discussed in research and at policy level and what is actually used in the field of education becomes necessary. If we look around the world, approaches to education can be analyzed as deep and dominating contradictions between, on the one hand, education as an instrument, a utilitarian and pragmatic approach where all knowledge and education can be transformed into practice, and, on the other hand, the humanistic, democratic ambitions, with broader and holistic ambitions. For this reason, the school of human capital is often contradicted by more humanistic outlooks, such as life-long learning, variations of the German concept 'Bildung', liberal or general education. If we look at the concept of life-long learning as a humanistic concept and compare this with what happens in the educational systems of the UK and the USA, even this view can be problematic when it is integrated in a conservative context. In the UK, curriculum work under Margaret Thatcher was dominated by a kind of 'vocational progressive' approach, which considered knowledge as being closely related to practice and the labour market. It was a utilitarian approach, where every kind of knowledge had to be motivated by its utility and potential usefulness in the labour market. The approach was introduced by experts, especially in the field of science education. When John Major became Prime Minister every leading person from the department of educational science was dismissed. Politicians took over and the politics of education were transformed overnight. The representatives of the progressive tradition were accused of being guilty for causing the economic crisis, although this form of pedagogy had never dominated the British school system. Words like 'cultural heritage', the 'classical tradition' and eternal humanistic values were introduced as a means to cure the cultural and social crises. Knowledge was no longer motivated mainly by utility but by good manners and discipline. In terms of human capital and humanism we can ask ourselves whether a utilitarian or a classical approach to education and knowledge is the most fruitful for the politics of education. The first appears to be reductive and the second conservative. One way out of the problem could be to develop the concept of life-long learning theoretically. When it was introduced in the 1970s, it was described according to the available philosophical and sociological theories of the time. Since then, many theoretical perspectives have been introduced, and these are useful tools in building a democratic educational system, where the central objective is equality through the different types of education. Our point of departure is a wide interpretation of the concept of life-long learning, and the intention is to give it a new and forceful shape according to the established and available theoretical perspectives.

LIFE-LONG LEARNING AND DIFFERENCES

What this example illustrates is that the modernist approach to education, in the shape of 'vocational progressivism', is not enough and can therefore be challenged by other views on education. The modernist approach can be challenged from different angles. With an example from the USA, we will show the way in which it can be challenged, and then look at what this means for life-long education. Most countries are recognised as multicultural societies and have in their educational systems to consider the problem of social differences. A base for the humanistic tradition is a universal ambition. Every human being has the same value and has the right to be treated according to this value. This means that every human-being is defended by human rights, of which the right to education is one, and that every human-being belongs to one and the same race – humanity.

In the USA, one of the main contradictions and struggles in the field of culture and education is that between the so-called identity politics and the conservative defenders of the Western, humanistic, classical tradition. The spokesperson of identity politics identifies any minority group by the following criteria: class, race, ethnicity, gender and sexuality. They defend the right to study the culture of the group along these criteria according to their own writers, artists and thinkers. This opinion is directed at the conservative right-wing politicians and intellectuals, who, according to the representatives of identity-politics, talk in the interests of the white, middle-class, heterosexual male.

Compare these two examples from the UK and the USA with circumstances in South Africa. Now that the life-long learning concept has been introduced, it is in a totally different context. With further political motivation, humanistic values are used.

The important goal is to build a democratic and fair society for all groups of people. One of the routes to realizing this is to integrate and equalize different types of education. Since education in general, and

especially adult education, is leading the way in building society, integration at all levels is important. We want to argue that choosing the concept of life-long learning as a leading concept in the organization of the educational system, is an exciting possibility. But to do this it has to be problematized and elaborated in different directions. The most fruitful way to do this is to relate the concept to existing knowledge from the field of education, both theoretical and practical, or it stands the risk of being regarded as an idealistic vision that is not a practical and useful tool in the democratic process.

Compared to the UK and the USA, where the systems work for the elite, the intention in South African politics is to create an education with equal possibilities. The humanistic tradition conveys the universal values of every human-being's ability to learn. But this equality has, as one of its most important preconditions, the concept of autonomous and free personalities, capable of orientating themselves in their societal and cultural conditions and, from a stock of knowledge, make decisions and act in society. This kind of radical humanism is the only existing tradition which could be used as an alternative to or complement the trend of the human capital school. However, it has been problematized in modern sociological thinking. What we have to do is consider this critique and integrate it, to strengthen its theoretical base. We will argue that a progressive school system capable of developing the country has to consider that education has a dimension of economic investment. The main mistake incurred by this approach is to reduce education to investment in human capital, and the human being into 'Economic Man' in general. This form of reductionism can neither handle the other dimensions necessary in education, nor the democratic picture of what a human-being is, with the potential to develop.

The main mistake made by the defenders of identity politics is not realizing that each minority group is part of a greater whole. This is why it is necessary to have a universal, global outlook on education in the modern world. The main mistake made by the defenders of classical cultural heritage and eternal humanistic values is not realizing that it is just one stream among many in the world. To regard this tradition as superior to others is to be imperialistic in the classical sense. The humanistic tradition comprises many different angles and is, in its history, used both elitistically and oppressively. But it has the potential to offer perspectives on the road to a democratic society built upon equality and justice. One of the cornerstones in progressive forms of humanism is that the individual educates and develops him or herself when he or she relates to what is universally human. The humanistic saying 'nothing human is foreign to me' sheds light on the view that every human experience and interpretation of reality is important, wherever and whenever it occurs or is expressed. But this ideal is easier to say than to realize in our world. The forces in the development of society must be analysed sociologically in order to tell us something of the possibilities and constraints of such an ideal.

EXPERT AND EVERYDAY KNOWLEDGE

One tool that is useful when analyzing these possibilities is the sociology developed by Jurgen Habermas, a follower and elaborator of critical theory in the tradition of Max Weber, Karl Marx and Ferdinand Tonnies. Habermas analyzes the modern world by distinguishing between two main concepts, the system-world and the life-world. We can simplify for this occasion and say that the system-world consists of the market and the State – the world of money and power. This sphere produces and uses expert knowledge as its base. The rationality used here is an instrumental one, sometimes called goal-means efficiency. The system-world is analyzed through system theory as a self-governing system – not as a world governed by autonomous and self-reliant human-beings. The system is driven by strategic action rather than the search for rightness and truth, which carry the risk of distorting communication. The life-world is a sphere where individuals create their identities, values and meaning and search for truth, rightness and beauty.

In a modern society, it is not enough to understand with your own consciousness – it must be realized in communication. Language is a central focus and the rationality built up when free individuals communicate is called communicative action. The ideal or vision for a free society is, according to this view, undistorted communication. The problem of how we understand and interpret the world is central. The point of departure lies in everyday interpretation, where things are what they seem to be and the world is self-evident. When the different interpretations made by individuals are transformed into language and communication, the search for truth becomes the central objective. Shared values can be realized by common action derived from free, undistorted communication. This search for truth

and ability to act to transform society presupposes that, as part of a group and as an individual, you are free to think and act relatively independently from the market and the State, money and power.

There are two ways to integrate people in society according to these spheres: through strategic and communicative action. According to Habermas, the goal to aim for in a free society is referred to as distorted communication. Individuals say what they mean and do what they say in a truthful way. However, this is constantly distorted by power, money and strategic ways of thinking. This form of analysis has to be interpreted as a picture where one sphere overlaps the other, to see what is going on in society in the process of modernization. The world of money and power tends to colonize the life-world and this process leads to diminishing possibilities for people to understand their everyday lives and act as free human-beings – a precondition for a free and democratic society.

INTERPRETATION AND LEARNING

This short and simplified overview of a complicated theory leads one to question the consequences it has for the process of learning and education in a life-long perspective. The learning process is linked to an individual's interpretation of the world and any new knowledge must, in one way or another, be integrated with that individual's pre-understanding. This means that I must have the ability to relate my everyday understanding to the knowledge produced and transmitted in education. Very often this is not the case. My own interpretation of everyday life and the knowledge gained in school are separate. One of the consequences is that people are alienated and the possibilities to learn decrease. This view of knowledge with its origin in everyday life, understanding and experiences, is, in our view, the important first-step in the learning process. But it can't stay at the already known and acquainted. So the next step is to distance ourselves from the self-evident interpretations we make in everyday life. This means that we have to break away from what we are accustomed to or are familiar with, and meet that which is totally foreign and new. This leads to a new qualitative step in the learning process. This approach to learning and pedagogy implies a transformation and development of the pragmatic and progressivistic tradition from Rousseau, Dewey and Freire. In a multicultural society exposed to strong modernization, where individuals are constantly involved in a rapid transformation and integration, we argue that this is an important step to take. It can be labelled a dialectic approach to learning, in opposition to both a mechanistic, traditional schooling form of pedagogy, and an organic, progressivistic one. Through this view, learning is considered a pendulum between the known, self-evident and acquainted on the one side, and the unknown, distant and foreign on the other.

SOCIAL MOVEMENTS AND LEARNING

One of the main problems when we talk of ideals in learning and pedagogy, is that educational institutions are colonized by rules and curricula, traditions and behaviour, that diminish individual possibilities and ambitions. There is a conflict between learning and the institutions built to increase the process of learning and education in society. Curriculums, according to research, are not created and implemented for rational reasons, but are developed in the interests of groups of teachers. It seems to be a usual insight nowadays, that strong and deep traditions are sitting inside the institutional walls. This creates great problems for politicians and administrators who want to transform the schooling system.

This raises the question whether radicalized learning processes can be realized within the schooling system. When we talk of life-long learning, the question of the relation between formal and informal learning is actualized if looked upon from another angle. When popular education is mentioned as its main feature it is regarded as grounded and realized by popular or social movements.

These movements and their contribution to the production of knowledge and learning processes are often given an important role when discussing life-long learning. Many people have, as their starting point, the learning processes from studies and experiences in social movements. In recent studies, social movements are considered carriers of historical projects of importance to all people and universal questions, such as the relation between man and woman, man and nature, master and slave. In their search for knowledge through their actions, people produce culture and new knowledge. This view brings us to the conclusion that a movement is identified with its concepts, ideas and intellectually-motivated actions, i.e. they are producers of new knowledge and create culture and world pictures. A social movement can therefore be characterized by its cognitive praxis.

This view informs us that it is not possible just to consider scientific institutions and schools as producers and transmitters of knowledge. Many people learn, act and create in social movements. The question is what role this kind of knowledge has in formal learning as a necessary and continuing process in the modernization of society.

CODES OF LEARNING

According to a recently formulated theory about learning, 'situated learning' or 'situated cognition', the ideal situation for learning is craft apprenticeship. Compared to learning by schooling this is more than a form of organized learning and teaching activity. This approach focussing on 'learning in practice' opens new possibilities to discuss the relation between training and education. They are related to two different theories of learning, characterized by 'the culture of acquisition' and 'understanding in practice'. The first approach understands learning and teaching. The second approach assumes that processes of learning and understanding are socially and culturally constituted in practice, in situations where specific characteristics are part of practice as it unfolds. Let us accept this division for a while and call them two different codes of learning. The division could be based on different subjects of learning. For example, it is one thing is to learn history and how society is constructed, and another to build a boat or mend a car.

If we go a step further there could be connections between how we learn in theory and in practice. In modern philosophy there are some approaches that open up for such a connection. One of these is 'tacit knowledge', a concept brought either from Wittgenstein or Polanyi. Tacit knowledge means the ability we have in everyday life or in our professions to do things, comprehend things, without having the words for it and without the ability to express it in our vocabulary. For instance, one of the consequences when craft professions are computerized is that tacit knowledge tends to decrease and professional knowledge tends to be more formal and expressible. This example demonstrates that it may be fruitful to make the distinction between learning in theory and in practice. We could reformulate the problem pointed out by the situated cognition school and say that they are right regarding the first step in the learning process, in the insight that learning is dependent on situation and context in a modern society and a social context built upon handicraft – not in a computerized modern society. What we want to emphasize is that, in a learning process, it is necessary to break the everyday patterns and make a break where everyday knowledge and self-evident interpretations are problematized and questioned. The way to do this is to open up possibilities for distance and a critical approach. To realize this there must be a system of schooling in a society. One of the conclusions from the research of situated cognition has been de-schooling. We conclude, in opposition to this, that institutions are needed in a modern society and for this reason cannot be based upon craft apprenticeship.

THEORY AND PRACTICE

The division of theory and practice is a deep tradition in the western world, rooted in the division of labour. In Plato's time there was one class predestined to work with their bodies – the slaves – and another to govern, think and produce culture and education – the masters. This tradition follows us to the industrial society in the 20th Century and Taylor, who distinguished between labour by hand and planning of the labour of brain, the labour on the floor and at the planning office. Even this system and organization of labour is on the way to collapse. It illustrates that motivation for work and flexibility are necessary conditions for a modern working class. This means that the whole productional system needs a competence other than just being able to do one particular movement, day after day. This is also one of the reasons, from the labour market perspective, as to why concepts like life-long learning and recurrent education are being reintroduced in the western world. Human resources are in demand more and more in the competition of the world market. Developed, creative and flexible personalities, able to take responsibility and co-operate seems to be the main characteristics for the labour force of the future. This could give the impression that the humanistic tradition and the world economy walk hand in hand. Sometimes they do, as shown by the examples from the UK and the USA. But if we look closely and carefully at the documents to hand there are completely different views of knowledge, learning and human-beings when it comes to, in our case, life-long learning and recurrent education. It is not enough to use the right words, to be rhetoric. The world-view behind assumptions about the nature of the human-being, knowledge and learning processes must be clear and elaborated.

CONTEXT AND DISTANCE

With the experiences of South Africa before our eyes, we could argue that a democratic educational system, with equal opportunities for all, has to be built upon a conscious view of the human-being and how learning processes can work most effectively. This includes a conscious view of the importance of tradition and cultural heritage. We are all working and learning in our everyday lives in a social context and tradition that we are not always aware of. Schooling, as an institution, carries its own traditions of what knowledge, teaching and learning are. To be aware of these traditions is a precondition for changing them. From a learning and interpretive perspective we are all impregnated by the preunderstanding of our everyday lives. The language and the traditions are preconditions for understanding. The first step to take in every learning process is to discuss personal interpretations. But if we just stick to our presuppositions and take them for granted, we risk being 'home-blind', which could result in fear of the unknown. This is just aspect of living in a multicultural society. Different cultural groups make their own interpretations of the world. To remove oneself from the self-evident and try to see things from a distant view is the second step in the creative learning process. The usual mistake made in schools is not to take notice of the views that participants bring into the classroom. The precondition to breaking and distantiating is that we start with the known. In a modern society this step is an essential one. If we just remain with familiar and self-evident interpretations, nothing new happens. A new quality in the learning process is to go to the foreign and unacquainted and thereby resist our self-evident interpretations everyday life.

According to a hermeneutical (understanding) approach to adult education and life-long learning, there are some interesting implications for developing a holistic view. A learning process can be compared to a circle, where the learner tries to understand what is to be learned, guided by a preconception that creates a context to which he or she can relate the unfamiliar. The learning circle can be described as the dialectical interchange of transcendence and appropriation – a learning process of tradition. Traditions are operating at every level, in the disciplines which structure the subjects, the educational situation itself and in the situation the student finds him- or herself. Whether conscious or unconscious of traditions, they are an important part of our preunderstanding.

When it comes to the question of whether we are capable of distancing ourselves from tradition and studying them critically, there is disagreement between different schools. On the one side we have the possibility to change and transform our appropriation of the cultural heritage. But its authority over the individual's mind is not to be questioned. On the other side there are different critical perspectives. One step towards a critical approach is to consider interpreting the traditions as a way of opening up 'new possible worlds'. In other words, to be critical in the classical sense, to be able to consider the circumstances as different from what they appear to be. The name for this approach is usually 'hermeneutics of suspicious', or 'deep hermeneutics'. This means being able to be suspicious of the visible and the edge, with the help of deeper structures. There are, for instance, three thinkers in western tradition who have done this, all in different fields – Freud in the field of psychology, Marx in the field of social science, and Nietzsche in questioning the base for the whole western culture. This is the first step in a more critical perspective of interpretation and understanding. Its point of departure is that modern man is a communicative creature, who searches for truth through communication with others. The individual's consciousness is no longer in focus, but language and communication is. The next question is whether every field in society can be a part of interpretational knowledge and understanding. If interpretation is a linguistic question, as it is considered in the dominating hermeneutical field, a critical approach could assume that there are extra-linguistic factors distorting ideal communication and interpretations. If we think of material and hegemonic factors, such as economic status and social class (i.e. power, domination and labour), should they be interpreted as linguistic factors?

A CRITICAL APPROACH

Returning to the theory described above, brought mainly from Habermas and critical theory ... When translated into our problem of whether the concept of life-long learning carries the potential to create an equal and democratic education system, a critical approach is able to tell us not only about the possibilities, but also about the constraints and difficulties. One task is to create an ideal and have a vision. There are elaborate and well-established theories in the field of pedagogy and epistemological thinking, which have been touched upon

here and which could be deepened and used for this purpose. For example, are there doors open to transcend the rift between training and education and how a learning process works best. Another task is to investigate the sociological barriers and historical conditions for such an ambition. There are deep traditions involved in every education system, all of which have to be understood if they are to be transformed. In the process of modernization there other obstacles which, with knowledge, can be analyzed fully, such as the specialization of expert knowledge, the instrumentalization of knowledge and Man, and the importance of money and power.

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QUESTIONS AND DISCUSSION

• What's our alternative to being caught in human capital thinking? We use both here.

Bernt Gustavsson: Education systems around the world mingle both. Recurrent education at one stage meant equality, but equality has now gone from recurrent education. You need to define what you mean by life-long learning when you use it. The broader humanist approach is more useful for education. Why do Sweden, Japan and the United States have the highest productivity? People say it is because they have very broad education systems.

• What approach to life-long learning is carried in the COSATU proposals?

Bernt Gustavsson: It is an integrative concept.

• Is it based on human capital or humanism?

Bernt Gustavsson: In the COSATU proposals, the term 'life-long learning' seems to be used in a human capital context. The integration of education and training to develop human resource potential is seen in a human capital framework.

Bernt Gustavsson: It is not so much values but more of an analytical approach – to see what forces are working in society. They all mingle in reality. In analysis you make the differences sharper. I position myself in the humanist tradition. I'm committed to popular education for humanist reasons, not for human capital reasons.

• We have invested in a human capital discourse recently. Do you think it's possible to borrow bits of the discourse of human capital, for example, the term 'competencies', or is this contradictory?

Bernt Gustavsson: There are contradictions and possibilities. Competence means something very narrow. Education is for human development, creativity, language. The human being is not just an economic creature – this is too reductive.

REFLECTIONS ON THE DAY

MS ZELDA GROENER

Ms Groener, from CACE, gave her reflections on the day. She had two questions and one comment.

Firstly, where are we at and where have we come from? We are emerging from a phase where the democratic movement has developed policy options, etc., for a new government for a democratic socialist society, in opposition to the apartheid government. We are now in a new phase of policy development, with the new government apparently not taking on these policies. The contestation over future policies for adult education and training continues.

Secondly, what directions are emerging? The COSATU proposals on education and training have been dominant. They emerged in the context of the unions' struggle for socialism. Has this struggle been abandoned? The ANC has built its proposals on the COSATU proposals, but has linked them to democracy. Education and training are being driven towards a market-driven education and training model.

Thirdly, we need to debate these issues. One of the problems has been the range of political issues which extend beyond the educational sphere.

MR KEITH JACKSON

Mr Jackson, from Fircroft College in England, spoke next. He said the debates had had a breadth about them that was encouraging. He touched on three points:

1. The interaction between the discussion on economics and politics and that of professional methods and practice is not clear. It is not clear where the political issues articulate with the practice. What has been gained and lost in the stages of policy formulation? There have been gains around the delivery of service in terms of a market model, but political and social direction have been lost.

2. Policy and implementation. Both are problematic in this case. They are prescriptions. Are we still policy making, but now in a new mode? Implementation is policy when it is on new ground. The dangers of rapid implementation are that people tend to use existing structures and reinforce existing inequalities. The most organised sector in the move for integration is the organised labour market, which is a minority of the population at large.

3. There are real possibilities in integrating education and training. The USWE definition of outcomes and the affective, cognitive and practical aspects are applicable to education and training within the RDP. The process-based model for new curriculum development may be useful for the NQF which is an area for developing and contesting that process.

The process of implementation or new policy making may be an arena for new political strategy.

QUESTIONS AND DISCUSSION

• There is a notion that outcomes could be a way of forming a common language for education and training. Could it?

Keith Jackson: If outcomes are clearly defined, they could be, although competencies are more difficult. People don't just want to enjoy themselves, they want outcomes that relate to their needs. Outcomes within the RDP can be seen as people needing to be able to communicate effectively as part of civil society, and that is what education and training is all about.

Response from the floor: The language of outcomes carries such baggage that many of us disagree. However, if we can reach new interpretations, we can make an international contribution.

Response from the floor: There is great concern that the field of adult education is being market-driven.

Participants reflect on the day's debates

SUMMARY OF KEY ISSUES FROM THE FIRST DAY

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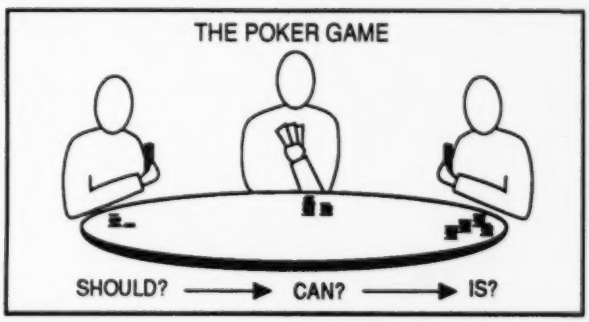
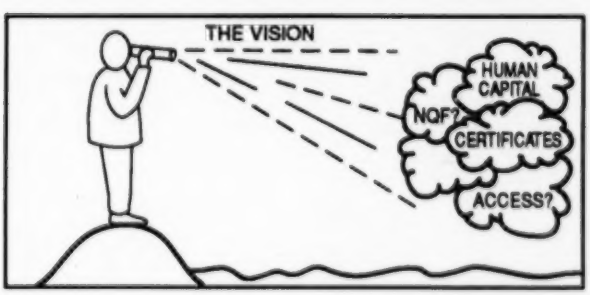
PROFESSOR SHIRLEY WALTERS

Yesterday we spoke about our context and the metaphor of a poker game was used. It was said that we are now playing with real money and real power, and difficulties are manifesting. It was said that we need to shift from: 'What should we do?' to 'What can we do?' and 'What is?'



In terms of our vision – we asked whether we have lost our way. What are the competing visions? Can the NQF provide a vision? Is it a place to struggle over?

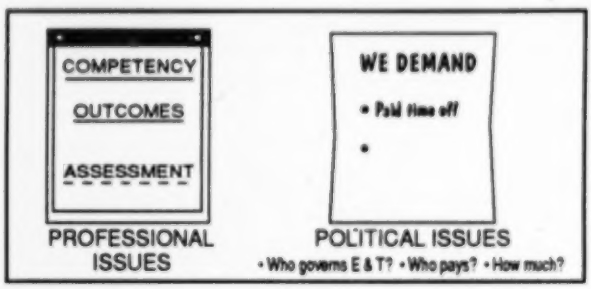


During the day Keith Jackson had identified two sets of issues:

Firstly, how do we struggle simultaneously for redress and economic growth?

Secondly, professional issues were raised, such as, what do competencies and outcomes mean?

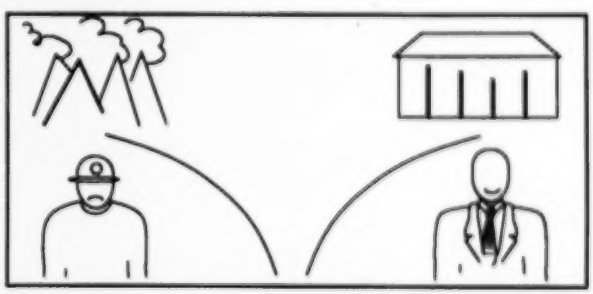
We were warned not to go the technicist route. We need to develop our own strategies, to think as activists.



Bernt Gustavsson observed our frustration yesterday and he asked about what we expect. Do we imagine that our proposals will be implemented so soon and so easily? He usefully reminded us that the split between theory and practice goes back centuries, and it manifests now on the shop floor.

Jeanne Gamble, in her presentation, showed that in South Africa, people in education and training hadn't spoken to each other until 1993, which illustrates the depth of the division between the two.

In terms of financing and structuring, the issue of identifying 'training' came out. We heard from Papie Moloto that the Ministry of Labour has only R300-million for training, while formal education has R24-billion. So what are we talking about when we think of integration? Where is training? What is to be integrated with what?



WORKSHOP ON INTEGRATING ADULT EDUCATION AND TRAINING

Chairperson: Sam Isaacs, Centre for Continuing Education (CCE), Peninsula Technikon

MS ADRIENNE BIRD

Adrienne Bird, from the National Union of Metalworkers of South Africa, opened the workshop by saying that the colloquium was timely and that they were happy to be able to use the participants as 'guinea pigs' for some ideas they had been considering.

She introduced two colleagues from the National Training Board Working Group No.9, who would help to run the workshop. They were Tom Campher from the Department of Education and Lisa Gordon-Davis from the Hospitality Industry Training Board.

She said people had thought that the NQF would produce magic for us. It was supposed to produce courses with credits that would be recognised nationally, with each credit being the basis for progression.

The vision was that everyone would find a place, that there would be life-long learning, that prior learning would be included and that it would be one seamless system which would allow multi-mode learning.

The question is: How is it going to do this? The NQF is in danger of becoming all things to all people, a grand vision that loses its meaning.

Some people had felt that current courses should be taken and snipped off to fit into categories. However, some of the courses currently being run are dated or inadequate. In some cases, for example for adult learners, many courses don't yet exist. Some courses are company-specific and don't benefit the workers' standard of living.

But this snipping and layering of courses into the NQF would not improve the quality of education to the level we want. We want something that will not reinvent the past and will be profoundly different.

So we started from another angle. We asked: What are the characteristics of a good learner? We came up with the following:

- critical thinking
- problem setting and problem solving
- how to work collaboratively – respecting differences while maintaining identities
- effective communication
- effective citizenship

and so on.

We decided to call these things *learning abilities*.

If our NQF is to help learners, how can it help to achieve these learning abilities?

The NQF is very difficult, but someone has to stick their neck out. A few of us have been working on it in the National Training Board, so here is our first crack at it.

Internationally, people are asking similar questions about the abilities and how we list them. But the list needs to be brought across into the system in terms of learning competencies.

We came across an interesting place in America, a woman's college run by nuns – Alverno College University. At the heart of their system is the learner. From them we got two new ideas.

1. You can teach learning abilities in a way that can be described in levels of progression. For example, Problem Solving I, Problem Solving II, etc.

2. You can teach learning abilities only through content, not in isolation. The content and the learning abilities have to work together.

THE PROCESS

Adrienne led the participants through the process the group had worked through for setting standards. She used overheads which are reproduced here for easier understanding. She said that the group then worked with these ideas in its own context. They looked at international lists and came up with their own.

The working group identified the following core abilities to be included in the approach.

NQF ABILITIES	
ABILITY	**DESCRIPTION**
Computation	This means the calculating, estimating, organising and interpreting of arithmetic and/or mathematical information, patterns and relationships.
Analysis	Clear and critical thinking based on the appropriate fusion of experience, reason and training. This includes the locating, collating, organising, analysing, evaluating and generating of information.
Connective thinking	Taking multiple perspectives and articulating interconnections between and among diverse opinions, ideas, objects and beliefs on micro and/or macro issues. This includes thinking critically, creatively, reflectively and logically.
Problem solving	Using analysis and connective thinking in identifying, describing, defining and redefining a problem. Inquiring, exploring, developing, testing, deciding and implementing innovative and/or original ideas.
Managing resources and information	Planning, scheduling, organising resources and information within the context of setting, evaluating and achieving realistic goals.
Using technology	Identifying, using, maintaining, developing appropriate technology and related knowledge and skills.
Communication	Being able to create shared understanding through listening, speaking, reading, writing and other appropriate forms of communication. This includes the seeking, questioning, receiving, clarifying and conveying of ideas, feelings, instructions and information.
Social interaction	Developing good relationships with others and working co-operatively to achieve common goals. Participating in a range of social and cultural settings.
Values, ethics and aesthetic response	Being reflective and empathetic in approaching value, ethical and aesthetic issues. This includes cognitive, affective and physical dimensions. Understanding the moral dimensions of decisions and accepting personal accountability for the consequences of decisions and actions taken in all facets of life.
Effective citizenship	Understanding and being sensitive to a variety of perspectives and experiences in making decisions within micro and macro political, economic, environmental and social contexts.

We also looked at levels. We needed to write content-free descriptions of abilities at different levels. But these levels shouldn't be confused with qualifications levels. For example, an adult can function quite well at level five, although there are eight levels.

LEVELS OF CORE ABILITIES

LEVEL	COMMUNICATION	COMPUTATION	CONNECTIVE THINKING	PROBLEM SOLVING
1	Communicating concrete concepts in a limited range of familiar situations	Basic arithmetic procedures (add, multiply, subtract, divide) in a limited range of familiar situations.	Use senses and past experience in a limited range of familiar situations.	Solving problems related to a single activity in a limited range of familiar situations.
2	Communicating concrete concepts in a moderate range of familiar situations.	Applying arithmetic procedures in problem solving in a moderate range of familiar situations.	Reflection using senses and past experience in a moderate range of familiar situations.	Solving problems related to a range of activities in a moderate range of familiar situations.
3	Communicating concrete and simple abstract concepts in a significant range of circumstances offering a clear choice of routine responses.	Application of mathematical techniques in a significant range of circumstances offering a clear choice of routine responses.	Evaluation of the what, why, when, who, where and how of particular situations in a significant range of circumstances offering a clear choice of routine responses.	Solving problems related to a single process in a significant range of circumstances offering a clear choice of routine responses.
4	Communicating concrete and abstract concepts in a significant range of familiar and unfamiliar circumstances.	Analysing and organising trends of data in a significant range of familiar and unfamiliar circumstances.	Assess the optimal interaction and utilisation of the available resources in a significant range of familiar and unfamiliar circumstances.	Solving problems related to a range of processes in a significant range of familiar and unfamiliar circumstances.
5	Communicating complex concrete and abstract concepts in a wide range of specialised areas and circumstances.	Questioning and interpreting trends and patterns of data in a wide range of specialised areas and circumstances.	Appraise the appropriateness of the processes, modify or terminate them, develop new ones and co-ordinate the various processes in a wide range of specialised areas areas and circumstances.	Considering new processes required and existing process not required any more in a wide range of specialised areas and circumstances.
6	Communicating complex abstract concepts in a wide range of specialised and changing areas and circumstances.	Appraising and interpreting trends and patterns of unrelated data in a wide range of specialised and changing areas and circumstances.	Appraise the appropriateness of processes in relation to what is happening in the external environment in a wide range of specialised and changing areas and circumstances.	Development of various processes in relation to the external environment in a wide range of specialised and changing areas and circumstances.
7	Communicating complex abstract concepts so as to exercise influence in a variety of situations.	Interpreting trends and patterns of unrelated data in a variety of situations.	Positioning of an area within a social context so as to exercise influence in a variety of situations.	Developing the economic, political, social environment so as to exercise influence in a variety of situations.
8	Communicating complex abstract concepts so as to exercise influence in a wide range of unpredictable situations.	Interpreting trends and patterns of unrelated data in a wide range of unpredictable situations.	Long-term viability and global contribution in a wide range of unpredictable situations.	Influencing the global social, political, economic environment in a wide range of unpredictable situations.

We then looked at draft content clusters. These were slices of knowledge. We looked at ways of doing clustering internationally. The draft content clusters are:

1. Human and Social Sciences
2. Natural Sciences
3. Language and Communication
4. Arts and Crafts
5. Business and Financial Services (Computing)
6. Agriculture (and Renewable Resources)
7. Social and Health Services
8. Education and Training
9. Law and Security
10. Utility Services
11. Engineering

We then asked: How can we link all this together? We want the NQF to deliver the potential for learning experiences that are identified in specific contexts. This relates to the lived experience of learners.

Looking at the grassroots level we asked several questions:
The key purpose or abilities centred on this question:

What do we want the learner to know and be able to do? And we wanted to make it as participatory as possible so people could identify the things they wanted.

Therefore, in terms of that:
1. What contextual things must a person be able to do? And what are the underpinnings of these things?

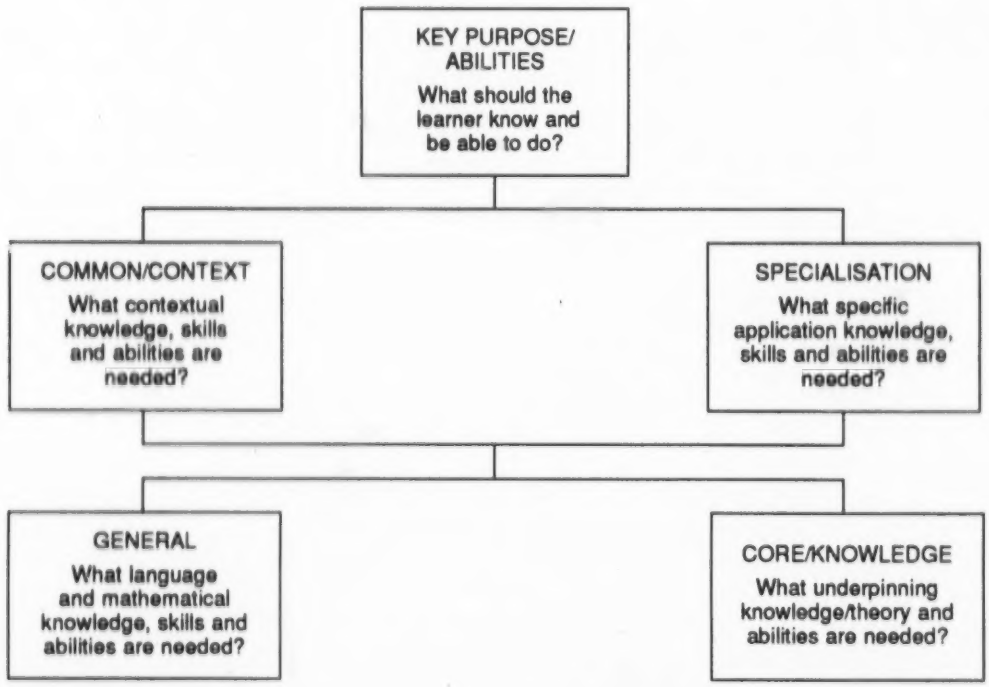
2. What general things are needed, like which skills and which skills in a particular language?

3. What core knowledge is needed?

The questions of contextual, general and core knowledge govern the debate. The fourth was one of specialisation. It combines content and learning ability.

PROCESS FOR SETTING STANDARDS

STEP 1: 'GRASSROOTS' LEVEL (i.e. ENTERPRISE, INSTITUTION, INDUSTRY etc.)
Identification of key purposes and associated abilities


KEY PURPOSE/ ABILITIES
What should the learner know and be able to do?
COMMON/CONTEXT
What contextual knowledge, skills and abilities are needed?
SPECIALISATION
What specific application knowledge, skills and abilities are needed?
GENERAL
What language and mathematical knowledge, skills and abilities are needed?
CORE/KNOWLEDGE
What underpinning knowledge/theory and abilities are needed?

STEP 2: 'GRASSROOTS' LEVEL
Write proposed standards in agreed format by matching with NQF content and ability grids

QUALIFICATIONS/ 'JOB' ELEMENTS	EXAMPLE	NQF GRID
General	e.g. Language/ Communication 2 Maths/Computation 2	Level of content and abilities as measured on the NQF Grid
Context	IR/Effective Citizenship 1	
Core	Engineering Science/ Analysis 2	
Specialisation	Hand/Powertools/ Using Technology 1	

The next step is the integration of content and learning abilities, which occurs at the national standards bodies. These bodies would be crucial as they would write up the outcomes, design the courses and the job descriptions.

STEP 3: NATIONAL STANDARDS BODIES
Each 'grassroots' standard should be submitted to the relevant NSB at which all relevant, interested stakeholders are represented

LANGUAGE/ COMMUNICATION NSB	ENGINEERING (MECHANICAL) NSB	OTHER NSBs
Tertiary/ Prof. Providers	Tertiary/ Prof. Providers	Tertiary/ Prof. Providers
ER/TU ITB/s Dev./RDP	ER/TU ITB/s Dev./RDP	ER/TU ITB/s Dev./RDP

STEP 4: NSBs SUBMIT THEIR PROPOSED STANDARDS TO SAQA

Outcome statements published for public comment by SAQA or the Interim NQF Group – and comment addressed by NSB

CASE STUDIES

Given this background the participants were asked to form themselves into groups around three case studies.

One case study was to develop an ABET programme for a rural group of adult learners with limited access to food, water, shelter and so on, to enable them to provide these basic necessities for their families. The ABET course should be able to be registered on the NQF.

This group was asked to:

- Define a key purpose for the programme, and
- Brainstorm answers to the two questions: 'What should learners be able to do at the end of the ABET programme?' and 'What should learners know by the end of the programme?'

The group then had to take one thing a learner should be able to do at the end of the course and answer two questions. The first one was: What general knowledge and skills did you pre-suppose for managing that one skill? The second was: In terms of this one skill, which of the following abilities would form an integral part of acquiring that skill?

- computation
- connective thinking
- using technology
- social interaction
- effective citizenship
- analysis
- problem-solving
- communication
- values, ethics and aesthetic response
- managing resources and information.

REPORTS FROM THE GROUPS

The reports included the following issues.

For the group looking at the rural ABET programme, the process began to show how you could bring out the defined abilities in a learner, irrespective of the content you worked through. For this group, all the abilities would be required for various skills, from discussion skills to planting crops.

This was not necessarily so for another group who looked at a programme for farmworkers. They felt that the transferability of abilities from a farm setting of traditional, non-literate knowledge to a setting of hi-tech farming was not an easy, clear-cut issue. They pointed out that the terminology of the exercise presented the issues clearer than they were in life. They said that as urban, literate people we were making several assumptions about the way other people knew things, for example, how many cows they had. There were many different ways people could achieve the same types of knowledge and skills.

Another group, which looked at policy issues, questioned the model being presented in several ways. These included concerns about the concept of learning in the model and that it may be a radical departure from current thinking, and the process and legitimacy of the model. A wider set of stakeholders would need to be involved in testing it.

Other concerns were whether it was implementable, that it came from a grouping that was very impatient for integrating ABE and training, and whether the model furthered the process of integration or allowed education and training to escape in different directions, while hoping that the national standards bodies would hold them together.

THE EDUCATION, TRAINING AND DEVELOPMENT PRACTITIONER (ETDP)

Chairperson: Mr Noel Daniels – South African Committee for Higher Education (SACHED).

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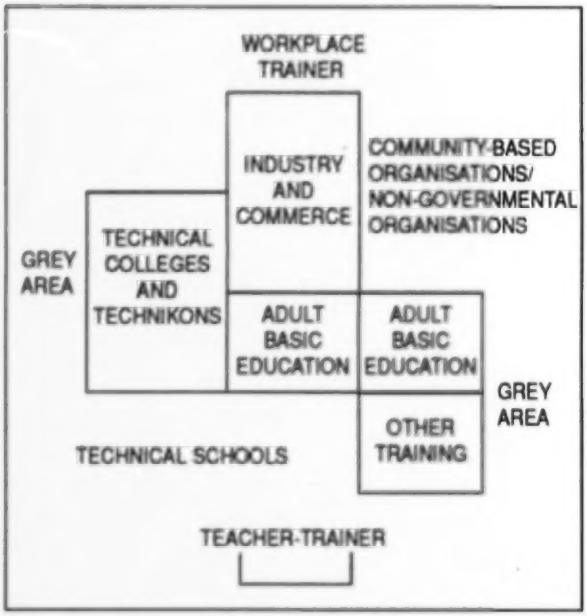
MR KEITH JACKSON

Mr Jackson, principal of Fircroft College, England, was the first speaker. His first impressions were that the concept of the ETDP had considerable potential. He noted that the problem of integrating education and training was an international one.



Mr Jackson said that the above diagram had led him to South Africa and had given him a "buzz of excitement". He said "international perspective" does not mean what South Africa can learn from elsewhere but rather what South Africa can teach the world. The diagram indicates educational, training and development practitioners and where they function. On the left-hand side is the technical, the training which leads into industry and commerce. On the right-hand side are the community-based organisations and NGOs who are somehow not connected to the rest of the diagram. Why is this so?

Certain groups are impatient about integration – employers, unions, trainers. In the United Kingdom (UK) over the last 20 years we have had an elongated version of what is happening very rapidly here. In the UK, adult education, which is like popular education, and further education which is technical and vocational education, developed separately.

DEVELOPMENTS IN ADULT EDUCATION

In the late 1970s, due to critical issues in the UK, there were struggles around the welfare state and a social movement emerged. This led to the creation of community and popular education in adult education which came from an engagement with a loose social movement; a community movement incorporating women, black groupings, etc. There was a genuine element of struggle. In the late 1960s, students' struggles fed into this too.

Education underwent creative changes. Adult education had a changing curriculum and forms of delivery as it engaged with community organisations and social movements. For example, in the late 1970s, a project called 'Second Chance to Learn' re-wrote a working-class history of Liverpool.

Another example is in the literacy movement which developed into ABE. A journal called *Write First Time* was produced by literacy learners. So learners moved from formal literacy texts (like children's books) to using their own texts, bringing their own experience and critical thinking to the learning.

Adult education at this point had an uneasy relationship with the Thatcher government. This led to a movement towards emphasising access for students and the Open College Network. The strengths of the adult education movement were that it was open, flexible and it focused on the whole person, the whole society and critical thinking. A weakness of the movement was its unclear relationship wiith the labour market and economy.

In the 1980s there were massive developments in further education and higher education. It was entirely vocationally driven. Massive resources were put in to increase qualifications. Vocational training was upgraded and the National Vocational Qualifications system was formed. Its strengths were a focus on outcomes, a real allocation of resources and the possibility of partnerships. But it touched on the human capital end of the spectrum (using Bernt Gustavsson's terms). Its weaknesses were linked to a narrow focus on the labour market and that different access routes were formed.

The tendency now is two streams of national qualifications:

1. The National Vocational Qualifications (NVQ), and
2. The Open College Network (OCN)

So if you get into one or the other, that is where you will stay. There are debates about this and how it can be bridged.

In 1993, the European Union (EU) produced a white paper on social policy which pointed to why this is so dangerous.

'There is a high risk that the continued pursuit of present policies will lead ultimately to a 'dual' society in which wealth creation is primarily in the hands of a highly qualified labour force, while income is transferred to a growing number of non-active people as a basis for a reasonable level of social justice. Such a society would not only become increasingly less cohesive, it would also run counter to the need for the maximum mobilisation of Europe's human resource wealth in order to remain competitive. The alternative would be to seek to create an 'active' society where there is a wider distribution of income, achieved by means other than simple social security transfers, and in which each individual feels able to contribute not only to production (as part of the search for full employment) but also via a more active participation in the development of society as a whole.'

This is an international problem with modern market economies, where you have a core of workers and a periphery of contract workers and the unemployed.

PROBLEMS

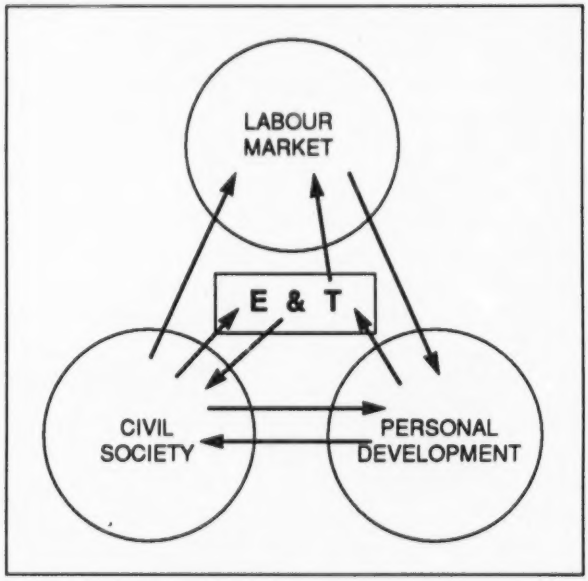
The danger is that any qualifications system based on the employed will further divide the employed from the unemployed. If two educational systems reinforce that divide, it is a dangerous situation.

POSSIBILITIES OF THE ETDP

The idea is to bring together popular education and training. ETDP is a concept at the level of professional practice, not just institutions. It is relevant to a society which includes both economic and social development as well as human resource development in the context of the RDP – with education for a civil society and the economy.

There is an uneasiness that the NQF is shifting over to an economic focus and not human development. But the ETDP creates the opportunity for that merger.

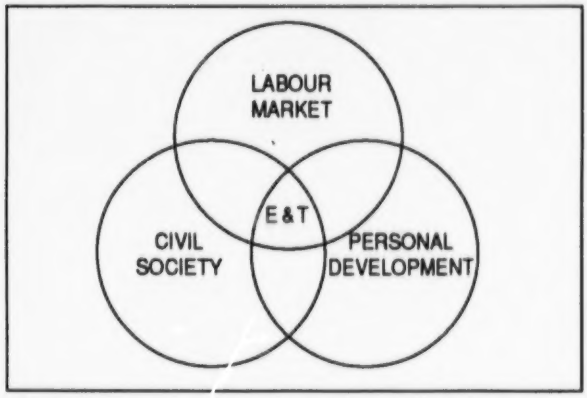
It is possible for outcomes, accreditation, access and so on to include the recognition of prior learning, non-formal education, formal education and the requirements of both the labour market and civil society. This can be done according to the learner's position, which changes during different life stages.



These interlink with each other and there are many different options of movement from one to the other.

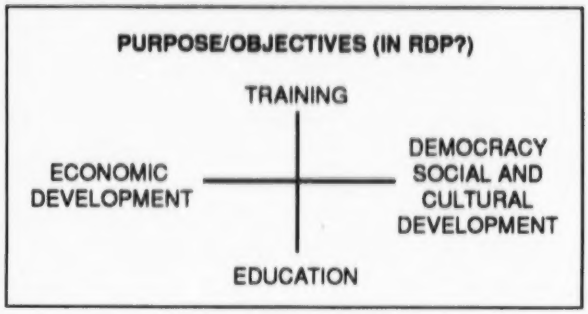
Research in Birmingham mapped out a group of women in and out of formal learning, informal learning and jobs, through different levels which built on each other. Learning processes move from one area to another in ways you can't predict. For example, something learnt through personal development or by participating in a community organisation may help someone obtain a job in the labour market.

The ETDP reinforces that process by being in overlapped positions:

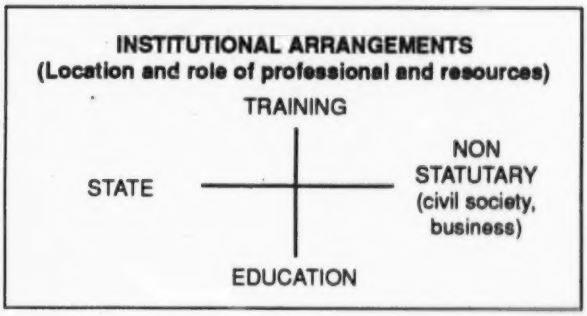


Three things need to be accepted as part of the process.

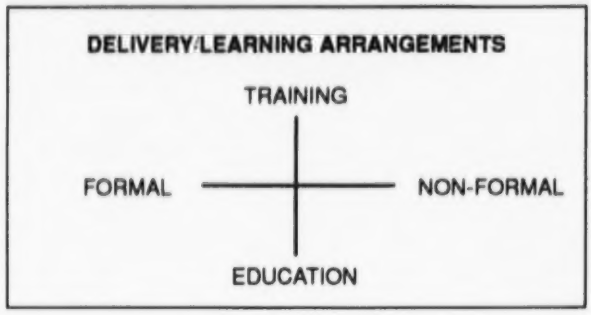
1. Purposes of learning could be placed on two axes:



2. Institutional arrangements in such a way:



3. Delivery in such a manner:



For this to happen you need a proper allocation of resources to all the axes, not just the vocational one. The driving force again will come from social movements. To paraphrase RH Tawney:

If you want flowers which are not made of paper and tinsel, you must have flowers, roots and all.

In South Africa at the moment – First- and Third-World economies are operating, with uneven development, and needs in both areas. And contestation is taking place within the formation of the ETDP.

MS LINDA COOPER

Ms Cooper, from the Department of Adult Education and Extra-Mural Studies, UCT, spoke next. Her input was based on co-ordinating the UCT Community Adult Education Programme. She said she would talk about the ETDP as a practitioner model, as developed by the NTB, with representatives from unions, employers and the State. She would explain how they had tried to translate it into the curriculum and how this had helped test the feasibility of the concept.

The model sketched by NTB practitioners is linked to a proposal for a generic curriculum.

It proposes a compulsory core curriculum in the development of practitioners covering three areas: professional expertise (occupational or subject matter); contextual understanding; and education, training and development expertise.

It argues that specialisation should be in particular roles commonly performed by the ETDP, for example, materials development.

It uses an outcome-based model, and this is seen as very exciting and challenging.

- It breaks down some of the traditional hierarchy between mental and manual work. For example, contextual understanding should be present at all levels.
- It foregrounds the role of the practitioner. For those engaged in training people, e.g. community educators or workplace trainers, it enables a shift from focusing on their site of practice to outcomes. The kind of specialisation the curriculum should cater for centres around role clusters in research, design/development, delivery, administration and management.

We've merged two courses into one certificate course where this shift is evidenced: 'Training of Community Educators' and 'Workplace Trainers'. Before, objectives were defined in terms of sites of practice so we had to define them in other ways. Also, we had to link to the roles. We attempted to build a spiral development including integration of context, understanding and practical skills at all levels. But we had problems.

- We found the roles listed here did not link directly to courses in the ways we had hoped. We need a better understanding of the roles in the curricula.
- We also found it difficult, in the complex university departmental setting, to provide subject expertise, e.g. health-care education.
- Outcomes can be talked about in very general terms, but can general competencies translate into specific competencies in trainees' particular working sites?

It was exciting and frustrating to work with outcomes. A key task will be to develop methods of assessment.

On the question of ETDP identity, there are efforts to professionalize the field. The question is: 'Is the ETDP an analytical concept or will we identify ourselves by it?'

Also, what will happen when we bring together incredibly diverse people with different ideological positions? It might be very productive, it could be difficult.

We are proposing that 'development' forms the bridge between the education and training worlds. There are two groups of people who understand both the world of black working-class experience and the training world and can bridge them: shopstewards/trade unionists and ABE practitioners.

We need to do more work towards a better understanding of who our learners are and how they construe their own identities, roles, and the contexts in which they work, to see whether our curricula can be implemented.

MR CRISPIN SWART

Mr Swart, from the Centre for Local Government Training, was the next speaker. He said he saw himself as a trainer and was facing the problem of creating a system of local government which is legitimate and meets the needs of people.

We can change our organisations but we are still very far from restructuring the way people think about education and training. The debate has been to integrate the two paradigms. The main challenge for organisations in South Africa, particularly local government, is to move away from passive learning in the classroom with a teacher. People on the non-statutory side illustrate a far deeper understanding of what restructuring is all about and this proves to me that training can also happen outside the classroom.

This is not very comfortable for trainers as their expertise is tied up with training packages and presentation skills, but organisations now need more than this. If you change the role to include more than just running a training package it becomes threatening. Their performance has been assessed in terms of how much training they do – not whether people have actually learned. My experience has taught me that people often learn in spite of my input.

We need to be assisted in formalising this concept of 'practitioner'. Is this a teacher, a trainer or a synergy of the two? What can we do to maximize our resources? There are a lot of resources in organisations which we need to use to multiply our education. Also, there are two categories of people that we can include in the process to facilitate learning for others: line management/ supervisors, and shopstewards/union officials.

Could we integrate the ETDP with supervisors and shop stewards to address the dire need for education and training?

In the debate about competencies, outcomes and skills, something is missing. In our context of local government, what is more important is the understanding of the environment in which we are living. Teaching hard skills is not enough. We must address the context in which we are. This is where shop stewards and line management could play a role.

Participants discuss the newly coined ETDP

QUESTIONS AND DISCUSSION

• We all agree on the need to bring two worlds together and reject the notion of two tracks where one has less status. In the interests of compromise we have gone more and more over to the economic development side – to meet industry needs. Do we need to revisit the debate? Do we want to go for integration in any other way than on the basis of a compromise in which we exclude a lot of social and democratic development? Or are we forced to accept an integration within a qualifications framework, but allowing that there are two very different traditions operating. It would be a pity to lose the things that we fought for. How do we ensure that the voice of weaker sections of society is actively able to engage in this process?

Comment: We can argue that the shift to economic development is also coming strongly from the learners. My own deep belief is in democracy, social and cultural development, but I'm sitting with the skills and who am I to say 'No' when others want them?

Keith Jackson: That's why this ETDP model is exciting. People want both. Zweli Nokhatywa indicated that people want both the practical skills and the broader knowledge. You can teach skills in a way that also integrates broader knowledge. You could see something at a training level which will also educate more generally. People do make progress personally and vocationally from learning in other areas. You need resource allocation at both ends.

Linda Cooper: Some of the issues raised by the first question relate to huge political forces. If the technicist voice is dominating, it is also related to a weakness in the organisational sphere. But we must resist depoliticising education. We must maintain that aspect of education and training work.

Crispin Swart: Where does education stop and where does training begin? Will there be separate curricula for trainers and educators?

Response from the floor: The ETDP concept was created for that specific reason. It was felt at the time that the ETDP was a way of integrating the notion but was not a melting pot. It would retain some of the good things around educators but not create amorphous facilitators.

Keith Jackson: The social movement is a driving force behind proper integration. The first thing I did in South Africa was to go to a workshop with civics. The energy and engagement was higher than I'd expected. I felt the culture of struggle was not lost at all. The debate was active and engaging. I am reluctant to accept that the NGOs and community-based organisations (CBOs) aren't brought in. Employers and industry will move quickly.

Noel Daniels: In summing up this session, there are questions about what we need to do to maximise the strength of each sector and how we are actually going to bring practitioners into forums like this one?

SUMMARY AND REFLECTIONS

MS ZELDA GROENER

In conversation with people, I've heard that this colloquium is very timely. Congratulations to the organisers.

I have a concern about process. Today, all the presenters were white, and all the people who participated in debates were white. In terms of the content, there was not much debate on the wisdom of integrating education and training in provision. An integrated system has become accepted as a point of departure, but there are concerns about this.

Bernt's paper was very useful in illuminating fundamental questions regarding an integrated model. Life-long learning could be based on a human capital model which is economically driven, or a humanist model, which is broader.

During the debates, tension was evident between the two. How can we rescue an integrated system from becoming technicist and aimed at developing the 'Economic Man' and ensure that we have a system aimed at social development, contributing to democracy and fundamentally redressing the racial and gender inequalities in our society?

DR BERNT GUSTAVSSON

Various tensions have been operating. There was a tension between general education and specialisation, which is the most forceful trend you can find all over the modern world. What you lose with a vocational approach to life-long education are the other features where people are seen as citizens and as individual personalities in a context.

The strongest argument I can find is that in those countries where you have a general education for the largest part of the population, you also have the most successful levels of productivity.

There was also tension between education as a free process and goal-oriented education. As a free process every participant has the opportunity to develop personally, socially and culturally from the point at which they are. A free process must be defended both from the State and from the market.

Elitism was in tension with equality, which happens in any education system, where some people can climb the ladders. So you need a strong counter movement of popular education for those people who haven't got into mainstream education. There is tension between empty theory and blind practice.

Integration of education and training must be a combination of theory and practice. Integration is not constructed from the people, or the politicians, but the teachers in their own interests, to defend their own subjects. It is very hard to implement policies for curricula. Implementation happens through rules on the one hand and objectives and evaluations on the other.

MR JOE SAMUELS

A key element which runs through the colloquium is contestation. We need to fight for our different positions.

Areas that have emerged as ones to concentrate on are:

- We need to defend the integration of ABE and training in the context of the RDP.
- We need to find balances, not set one against the other, for example, children's versus adult's education, formal versus non-formal.
- A key area to intervene in is the ministerial one. But we need to identify what committees exist, what we need to get to, what jobs to get through our plans, and what strategic thinking is necessary.
- We need clear strategies for implementation, for example, the ABE task-team is an important starting point.

• We need to get onto an interministerial task group.
• Budgets – we need to develop and propose an alternative financial framework.
• Legislation – we need to know what we want, what to change.
• We need to involve the learners and mass-based organisations, for example AETASA, in this process.

COMMENTS FROM THE FLOOR

• Adult education is part of provincial control. There are specific circumstances in the Western Cape and Natal. We need to insert our needs in the ministry and the bureaucrats' thinking.

• Our reality is the Western Cape. We were told by our Minister of Education that she can't deal with the training in ABET because it is not part of her portfolio.

• The session yesterday afternoon was disconcerting. We don't have a Ministry of Education and Training. Who do we talk to? If the Minister of Labour is not concerned about it, who is?

• If the private sector is given the responsibility for funding ABET, what kind of training will we have?

• The problem with life-long education with a vocational approach is that in countries where you have a general education for the majority of the people, you also have the most successful productivity

• The problem with goal-oriented learning is that research has shown that you cannot predict where, when and how learning will be used.

GLOSSARY

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ABE	Adult Basic Education
ABET	Adult Basic Education and Training
AETASA	Adult Education and Training Association of South Africa
ANC	African National Congress
CACE	Centre for Adult and Continuing Education (UWC)
CASE	Community Agency for Social Enquiry
CBO	Community-Based Organisation
CCE	Centre for Continuing Education
CEPD	Centre for Education Policy Development
CITB	Clothing Industry Training Board
COSATU	Congress of South African Trade Unions
COSATU PRP	COSATU Participatory Research Project
DET	Department of Education and Training
DNE	Department of National Education
EPU	Education Policy Unit
ERS	Education Renewal Strategy
ETDP	Education, Training and Development Practitioner
EU	European Union
HRD	Human Resource Development
HSRC	Human Sciences Research Council
JET	Joint Education Trust
NCBP	National Capacity Building Programme
NECC	National Education Crisis Committee
NEPI	National Education Policy Investigation
NGO	Non-Governmental Organisation
NICE	National Investigation into Community Education
NLC	National Literacy Co-operation
NMC	National Manpower Commission
NQF	National Qualifications Framework
NTB	National Training Board
NTS	National Training Strategy
NUMSA	National Union of Metalworkers of South Africa
NVQ	National Vocational Qualifications
OCN	Open College Network
RDP	Reconstruction and Development Programme
RPL	Recognition of Prior Learning
SACHED	South African Committee of Higher Education
SACTWU	South African Clothing and Textile Workers Union
SAQA	South African Qualifications Authority
SIDA	Swedish International Development Agency
TITB	Transnet Industrial Training Board
UDF	United Democratic Front
USAID	United States Agency for International Development
USWE	Use, Speak and Write English
UWC	University of the Western Cape

APPENDIX I

INTEGRATING ADULT EDUCATION AND TRAINING – 21-22 OCTOBER 1994

PROGRAM

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FRIDAY, 21 OCTOBER 1994

08:30 – 09:00
Registration

09:00 – 09:15
Opening and Welcome
Prof Nasima Badsha – University of the Western Cape (UWC)

09:15 – 09:30
Introduction and Purpose of Colloquium
Prof Shirley Walters – Centre for Adult and Continuing Education (CACE), UWC

09:30 – 10:30
The Changing Policy Development Context
Ms Jeanne Gamble – Department of Adult Education and Extra-Mural Studies, University of Cape Town (UCT)
Prof Clive Millar – Department of Adult Education and Extra-Mural Studies, UCT

10:30 – 11:00
TEA

11:00 – 12:30
Views From the Ground
Chairperson: Mr Roy Crowder – CACE, UWC
Mr Zweli Nokhatywa – Inthando Yethu Adult Centre, Khayelitsha.
Mr Ralph Alexander – South African Clothing and Textile Workers Union (SACTWU)
Mr Peter Riches – Clothing Industry Training Board (CITB)
Ms Chris Winberg – Use, Speak and Write English (USWE)
Mr Victor Weber – Proteaville Technical College

12:30 – 13:30
LUNCH

13:30 – 14:30
Issues of Governance and Financing
Chairperson: Mr Siven Matslamoney – South African Institute for Distance Education (SAIDE)
Mr Papie Moloto – Department of Labour
Ms Judy Favish – Centre for Education Policy Development (CEPD)

14:30 – 15:30
Life-Long Education: International Perspectives
Chairperson: Ms Mariam Sekati – Adult Educators and Trainers Association of South Africa (AETASA)
Dr Bernt Gustavsson – University of Linkoping, Sweden

15:30 – 16:00
Reflections on the Day
Ms Zelda Groener – CACE, UWC
Mr Keith Jackson – Fircroft College, England

SATURDAY, 22 OCTOBER 1994

09:00 – 09:15
Summary of Key Issues from the First Day
Prof Shirley Walters – CACE, UWC

09:15 – 11:00
Workshop on Integrating Adult Education and Training
Chairperson: Mr Sam Isaacs – Centre for Continuing Education (CCE), Peninsula Technikon
Ms Adrienne Bird – National Union of Metalworkers of South Africa (NUMSA)

11:00 – 11:30
TEA

11:30 – 13:00
Panel Discussion on Education, Training and Development Practitioners (ETDPs)
Chairperson: Mr Noel Daniels – South African Committee of Higher Education (SACHED)
Mr Keith Jackson, Fircroft College, England
Ms Linda Cooper – Department of Adult Education and Extra-Mural Studies, UCT
Mr Crispin Swart – Centre for Local Government Training

13:00 – 13:30
Summary and Reflections
Ms Zelda Groener – CACE, UWC
Dr Bernt Gustavsson – University of Linkoping, Sweden
Mr Joe Samuels – CACE, UWC

13:30 – 14:30
LUNCH

APPENDIX II

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DR GUSTAVSSON is a research associate in adult education in the Department of Education and Psychology at the University of Linkoping. He completed his doctoral studies in the Department of History of Science and Ideas at the University of Gothenburg. Dr Gustavsson has been working within the popular movement in Sweden. He visited South Africa in March 1994, where he led a seminar series on Understanding Popular Education: Theoretical Perspectives. He has recently organised a seminar series on International Perspectives on Life-long Learning in Sweden.

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MR JACKSON is principal of Fircroft College, Birmingham, England. The College has had strong links with the trade union movement for over 80 years. It offers a one-year residential access diploma course for working-class students. Recently, it has also developed a Centre for Active Citizenship which provides shorter training courses and capacity-building work with tenant, civic, and women's organisations in the West Midlands. Mr Jackson brings rich experiences of working-class and community adult education, having previously worked for the Liverpool Community Development Project and at the Northern College. He has published widely.

Participants at the colloquium

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